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ABSTRACT

This volume describes outstanding community college programs corresponding to the four categories in which programs were originally submitted to the National Council of Instructional Administrator's (NCIA) Annual Exemplary Initiative Awards. Section 1 includes the description of the program that won the award for Exemplary Initiatives in the Classroom. An honorable mention is also contained. Section 2 includes a description of the program that won the award for Exemplary Initiatives in the Use of Technology and the two programs that won honorable mentions. Section 3 includes the description of two programs that won awards in the category, Exemplary Initiatives in Partnerships and Linkages. One honorable mention is included. Section 4 includes a description of the program that won the award for Exemplary Initiatives in Changing the Campus Climate and the Culture and the two programs that won honorable mentions. In all, 224 programs are described, including abbreviated descriptions of all programs that were submitted for consideration. Each program cites the institutional contact person, the college address and phone number, and the name of the CEO. An index of participating colleges is contained at the end of the book. (VWC)

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Community College Exemplary Initiatives

Volume IX

1997-1998

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**The National Council of
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Community College Exemplary Initiatives
Volume IX

1997–1998

A Publication of the
National Council of Instructional Administrators

An Affiliated Council of the AACC

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Donald Goss — Editing, Publication

Susan Goss — Editing, Proofing

INTRODUCTION

Community College Exemplary Initiatives, 1997-1998 is the ninth annual volume of outstanding campus initiatives published by the National Council of Instructional Administrators (NCIA).

This present volume contains four sections corresponding to the four categories in which programs were originally submitted to NCIA for its Annual Exemplary Initiatives Awards. These awards were presented at the annual AACC convention held in April at Miami Beach, Florida.

Section I includes the description of the program which won the award for ***Exemplary Initiatives in the Classroom***. An honorable mention is also contained as well as edited versions of all other entries.

Section II includes the description of the program which won the award for ***Exemplary Initiatives in the Use of Technology*** and the two programs which won honorable mentions. Edited versions of all other entries are also included.

Section III includes the description of two programs which won awards in the category, ***Exemplary Initiatives in Partnerships and Linkages***. One honorable mention is also included as well as edited versions of all other entries.

Section IV includes the description of the program which won the award for ***Exemplary Initiatives in Changing the Campus Climate and Culture*** and the two programs which won honorable mentions. Edited versions of all other entries are also included.

In all, 224 programs are described herein.

Each program cites the institutional contact person, the college address and phone number and the name of the CEO. An "Index of Participating Colleges" is contained at the end of the book.

Programs were nominated as exemplary by the participating colleges. Each college determined the category or categories in which to compete. Program narratives were restricted to a maximum 1000 words. For this volume some editing for style and length has been done.

Programs submitted were required to address three criteria in their narrative:

1. Must identify how the program is innovative and creative.
2. Must provide measures of program success.
3. Could be adopted/adapted by other two-year colleges.

In certain instances colleges chose to address each of the criteria in turn within their narratives. In other instances colleges generally covered the criteria, but with no direct reference to them.

Beyond presenting its awards, the National Council of Instructional Administrators makes no judgment on the merit of individual programs, but is pleased to include programs as submitted. Program evaluators were selected by the NCIA Executive Board.

The Council is pleased to provide, as part of its membership services, a copy of this publication to institutional members. On a periodic basis the Council publishes other materials of interest to academic administrators. A quarterly Newsletter is also distributed to all NCIA members.

Additional copies of this publication are available for $15 each. Orders may be sent to NCIA, P.O. Box 210040, Nashville, TN 37221-0040. Checks should be made payable to NCIA.

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SECTION I

EXEMPLARY INITIATIVES IN THE CLASSROOM

PROGRAM AWARD WINNER

Global Patterns Of Racism: An Interdisciplinary Initiative

Raritan Valley Community College
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Contact Person: Dr. Charlotte Ravitz

Global Patterns of Racism is innovative, not only in its content, but also in its delivery. Joining the disciplines of anthropology, history, and literature, this team-taught course is the first offered on the Web with an interdisciplinary and global focus on racism. With the potential for nationwide participation, it is a timely curricular response to the conversation on race initiated by President Clinton. In September the instructors gave a presentation at a conference on interdisciplinary initiatives sponsored by the National Science Foundation at the University of Southern Maine in Portland. In October, they presented at the conference of the Community College Humanities Association in New Orleans

The course is exemplary for several reasons: it offers a unique perspective that is both theoretical and practical: its interdisciplinary format offers students flexibility both in the transfer of credits and in scholarly perspectives; it has ties to a community-based organization, the Institute for Holocaust and Genocide Studies; it is diverse in its forms of delivery, including a traditional classroom setting as well as the online version; it extends the community college curricular outreach by offering continuing education credits to area teachers.

Origin: The inspiration for the course came from a program at the College featuring Elie Weisel and Holocaust survivors who challenged the audience to find creative ways to confront hatred. Members of the community picketed the program, holding anti-Semitic and racist placards.

Overview: The course focuses on several facets of racism; its definition and causes as well as the responses of perpetrators, bystanders, victims, and opponents. There are six units:

I. Race and Racism: Definitions and Problems

II. Caste, the Internal Other and Racism: Japan & India.

III. Expansionism and Racism: Europe and Islam;

IV. Nineteenth Century Theories of Race: Science and Ideology;

V. Twentieth Century Cases: Comparative White Racism in the United States, Brazil, and South Africa; anti-Semitism and the Holocaust; Rwanda,

VI. Towards Building a Nonracist Society: United States, Israel, South Africa.

Readings for the Course and Replication: The texts include Elie Weisel's Night, Joseph Conrad's Heart of Darkness, and Rita Botswinick's The History of the

Holocaust. but most assignments come from our own reader since there is no ready-made text with a global focus on race and racism. This reader is made up of primary and secondary sources from anthropology, literature, and history and includes controversial essays on race as biological and cultural construct, and the perspectives of European conquerors in the Americas, of indigenous peoples, of Japanese on color, caste, and race, of 18th Century Americans Franklin, Jefferson, and St. John de Crevecoeur; of Africans and African-Americans. The reader with its variety of writing assignments serves as a model for replication. Students are also required to read self-selected articles on racism in current periodicals and to submit their reading journals at midterm and at the end of the course.

Additional Markers of Innovation: In addition to its integration of interdisciplinary perspectives, the course is innovative in several ways; first, in its granting of credit. Although all students in the class follow the same syllabus, they can register for history, social science, or literature credit. Second, the course has provided opportunities for intercollegiate as well as inter-disciplinary dialogue The development of the course was supported by a grant from Princeton University's Title VI International Studies Program. Princeton and Raritan Valley faculty offered a panel discussion on "Ethnic Conflict in International Contexts" for New Jersey community college faculty and will offer a second program at Raritan Valley. The superintendents of area schools are granting continuing education credits to their teachers who take the course.

Third, the Global Patterns course uses community resources, inviting members of minority groups and Holocaust survivors to speak to the class and providing opportunities for field trips. Students have the option of taking field trips connected to the course: (a) a bus trip to the Holocaust Museum in Washington, D C., and (b) a bus trip to the Museum of Natural History in New York. Finally, the course utilizes online technology. The traditional classroom section uses the list-serve so that students can extend the discussions after class and share their free writings through e-mail. The technology has contributed an added dimension to discussions and a greater sense of intimacy to the class.

Finally, and most significantly the course is taught in concert by three faculty: a professor of history who designed the globe on display in the lobby of the Ellis Island Museum delineating international patterns of immigration; a professor of anthropology who founded the College's Institute for Holocaust and Genocide Studies and who conducted an extensive study of the experience of the Blacks in Europe under the Nazis; and a professor of English who received a fellowship at Princeton University to study postmodern literary criticism.

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HONORABLE MENTION

The Bobbsey Twins: From Lemons to Lemonade

Cedar Valley College
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Contact Person: Dr. Susan Faulkner

What to do when you've team taught for several years, and this semester the classes simply didn't make? We decided to offer a "two-fer" sale: two instructors for the price of one enrollment. Except, rather than finding them in the same classroom, students find them in separate sections, any of which they are welcome to attend.

That is the situation Ines Eishen and Susan Faulkner, professors of English at Cedar Valley College of the Dallas County Community College District, encountered. Faced with declining enrollment (is anyone not?), we decided to capitalize on what we had already prepared for team teaching—joint syllabus, semester calendar, and composition assignments. In addition, all of our assigned sections were identified as computer-assisted, and we embrace similar pedagogical philosophies and a deep sense of shared purpose. Both of us tutor part-time in our campus Writing Lab; we have a campus LAN to which we post all materials; and, this semester, our students have campus e-mail accounts. We would simply put all of this to use in different classrooms at different times. We wanted especially to see if we could retain more students in a course that has an historically astronomical drop/fail rate.

The plan was simple. Essentially, we would not allow students opportunities to be absent or confused. Or at least we would try! We announced to each of our 6 sections of English 1302 that we were teaching lock-step schedules; therefore, if Lisa had to miss a class to stay with a sick baby, she could make any one of five other sections, regardless of who the instructor was. If Eric missed class because of an emergency fishing trip or if Johnny slept through his 8:00 with Eishen they could make the 12:30 with Faulkner.

Realizing that telling students that they were welcome to come to other sections would not guarantee their sense of comfort in that class, we each visited each other's classes frequently in the early days of the semester. Blitzkrieg visits were the order of the day; first each group of students had to see us very comfortable with each other. So we hammed it up in visits, making breezy introductions: "Hi, Susan is the short loud one; Ines is the tall quiet one." The object was to show them how easy we were with each other. One of us might walk in the middle of a lecture, wait quietly for a pause, and make statements such as, "If she's confusing you today, just come on down for the 11:00 show." A simple walk down the hall together became an opportunity to "show and tell;" "Hi Monica. This is Dr. Faulkner; she'll be available in the lab from 9:30 to 11:30 if you're still having trouble with logical fallacies."

It was imperative that we break past a natural tendency students have to be "loyal" to their home professor on the one hand and timid about asking another teacher for assistance on the other hand. Over and over, formally in our syllabus, and informally, we urged students to get help, to make up class, to repeat class for Mastery—whatever it took. We made it clear at the outset that we would not get "ego" involved if one student simply found his "alter" prof's explanation of whatever more coherent. All of us, we explained over and over, find a particular explanation that clicks. It's perfectly natural. We just want students to capitalize on the benefit of having two instructors' explanations to ponder, if that's what they think they need.

What has been the result thus far of this experiment? Every student knows us both; all 70 of Eishen's students intuitively wrote a letter to **both** instructors. Students hand us each other's assignments and ask us to give it to the other. We confer with each other's students, and they feel free to ask for those conferences. And best of all, students in one class, when introduced to a "drop in" from another class, are welcoming, urging the visitor to join their group for peer editing, and helping the visitor with technology problems. A community of writers is in the making. In fact, the community has expanded beyond our Comp II classes; students in Susan's Comp I class seek out Ines when she's tutoring in the lab and feel comfortable working with her, and Ines students knock on Susan's office door for conferences if Ines is in class.

Oh yes; we're having so much fun, we almost forgot to mention the drop rate—less than ten percent for each class. At a comparable point in past semesters, the drop rate has ranged from 33-50 %. We (students and instructors) are also experimenting with peer editing via e-mail with mixed results. As instructors, we still believe that face-to-face conferencing is more productive; however, with our urban students, e-mail is an effective alternative, and we expect greater success with time and experience.

Several years ago, a colleague referred to us, jokingly we hope, as the English Gestapo; this semester, we prefer the student's sobriquet. The Bobbsey Twins of the English Department.

SECTION I PROGRAM ENTRIES

SSKL 211 Employment Skills Or, *Why Do I Have To Take This Class ?*

Albuquerque TVI Community College
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C.E.O.: Dr. Alex A. Sanchez
Contact Person: Paula L. Fisher

The first day of class, students wonder out loud why SSKL 211-Employment Skills is a requirement for graduation in the Trades and Service Occupations Department. Students graduating from the Albuquerque Technical Vocational Institute Trades and Service Occupations Department have always been well prepared to perform a technical or trade occupation. A consensus among educators, researchers, business representatives and political leaders indicates that TVI's Trades and Service Occupations Department will have a major role in the state's future economic strength and overall quality of life. During the next few years there will be jobs created in New Mexico which will call for persons who can read, write, compute, communicate, and have the personal management and team working skills to function in the workplace. Key individuals from the business community that employ our graduates brought it to our attention that graduates needed more than technical skills to succeed in the world of work. It was recommended a credit course be developed by a team consisting of: students, former students, politicians, instructors and advisory committee members that specifically addressed that need. In order to meet the diverse needs of the students within the department/institution the course needed to have an open exit component as well as being assessable through distance education initiatives.

Employment Skills-Initiative Is Innovative And Creative: The world of business and industry has embraced the concept of "employment skills" and their expectation is that post-secondary graduates be able to articulate those skills. In this course, students document their "employment skills" by completing the entire employment process including the development of a portfolio. Students are encouraged to continue documenting their workplace successes and training by adding relevant materials to their portfolio. Students have choices. They have at least four ways to earn a graduation credit from this project driven course.

1. Enroll in the course, attend class and complete the course requirements.
2. Enroll in the course, use a formatted course content computer disk to complete assignments, provide the instructor with the disk and a complete portfolio.
3. Enroll in the course, use an e-mail address and receive assignments, search the Internet and return completed assignments via e-mail. Provide the Instructor with a portfolio.
4. Enroll in the course and provide the instructor with a complete portfolio.

A student's portfolio must contain: 1) Letter of Introduction/Cover Letter; 2) Completed Employment Application; 3) List of three references; 4) Resume; 5) School transcripts, employee letters, certificates, references, etc; and, 6) a Job Interview/Job Interview Evaluation. Flawless documents are the standard. Many of our students work full time and attend school part time. In order for these students to have a level playing field, there are at least 6 choices a student has to complete and document for the Job Interview process:

1. Interview with a prospective employer;
2. Interview with a volunteer from SCORE (Service Corps of Retired Executives);
3. Complete a mock interview through Student Job Placement Services;
4. Complete an informational interview with one of the students final-term instructors;
5. Complete an informational interview with an employer of the student's choice; and,
6. Reinterview with the student's current employer. Just as students can choose which way they can earn class credit, they can also choose to meet the course requirements.

Back To The Future-Course Articulation: As technology evolves and the needs of business and industry change, so will this course. The course is now undergoing an update. A needs assessment sent to 330 employers during the Fall Term 1997 indicated that employability skills still ranked as the number one need. Employers wanted students to have a much stronger awareness of other than technical skills. The results indicated that the course needed more emphasis on transferable and adaptable skills and less on documenting technical skills. Just as employer's expectations change due to technology advances and the changing nature of the work environment, the make-up of this team will change. From the initial team, some members will continue while others are replaced. Initially, a one credit-hour course was developed and taught in the Trades and Service Occupations Department. The Business Occupations Department had developed and was teaching a similar two credit-hour course. In order to help eliminate duplication of course offerings, a partnership between the Trades and Service Occupations Department and the Business Occupations Department was formed during Spring 1996 to evaluate the employment skills courses being taught in both departments and explore the possibility of merging the courses. This partnership has eliminated duplication of effort and offers students a greater number of courses to choose from. The combined course was taught for the first time during the Fall 1996. Partnerships also exist with Albuquerque Public Schools through concurrent enrollment agreements. Six Special Education students from an Albuquerque Public High school attended class during the Fall Term 1997.

Why Do I Have To Take This Class? I Have Lots Of Job Offers: At the beginning of the Spring '98 term, using Continuous Quality Improvement tools, students enrolled in SSKL 211-Employment Skills were asked to name the three most important skills employers wanted in their workers. Overwhelmingly the students indicated they believed employers wanted:

1. workers to show up on time,
2. workers to demonstrate a positive attitude, and,
3. workers be honest and demonstrate workplace ethics. Students are often not aware of how to demonstrate their employability skills.

There is something about the portfolio process which causes students to reflect on who they are, what they want to do, and to search out what they are good at. When students have their professional goals spelled out it provides them with a road map. Student evaluations at the end of the course overwhelmingly indicate that this course has provided them with the road map.

Undergraduate Independent Research: Human Genome Diversity Project

Black Hawk College
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Contact Person: Helen A. Cadwallader

Biology 207, *Human Genome Diversity Project,* was developed in response to a demand for challenging opportunities in meaningful research for high school and Black Hawk College students. I was first made aware of the need for an applied science outlet for advanced placement high school and college students when I became a mentor/resource instructor for a junior high school student a few years ago. That student became so excited about his research that it was difficult to get him to leave the lab, long after patient parents and siblings had been waiting to take him on to piano lessons, paper route and his other activities. He entered Biology 261, Microbiology, the following summer earning an 'A' in the course. He took Chemistry 110, here at Black Hawk College the summer of his high school sophomore year and earned an 'A' in the class. More to the point, his talents were directed and he was hungry for more. His desire to go on had little to do with who was teaching the class (though I like to think otherwise). He was willing to sign up for the intellectual stimulation! Through this experience I learned of many students who would have enjoyed the same type of experience. This was the beginning of Biology 207.

The Education section of Cold Spring Harbors' *Human Genome Diversity Project* offered the perfect vehicle. The students discover through laboratory experience, the structure, history, and manipulation of DNA. They will also work with databanks storing the information gathered by the Human Genome Diversity Project. Biology 207, *Human Genome Diversity Research* is designed to accommodate about 10-15 students a semester. We are beginning with 10 students and have divided them into two groups of five. With numbers kept small, a faculty member has the opportunity to work one-to-one with the students. This allows for an individual mentor/instructor relationship. The culmination of this laboratory course is to be the submission of each student's data for the 'alu' polymorphism from the DNA in their buccal (cheek) cells to the Human Genome Diversity Databank at Cold Spring Harbor. We are about ¼ of the way through the semester and students are currently learning about restriction enzymes by using four different types to prepare digests of lambda (viral) DNA. They will compare the size of the fragments they get from each type of enzyme, calculate the number of base pairs in each and compare them.

The Human Genome Diversity Project required the coordinated support of industry, the community and Black Hawk College. DNA research is not usually offered to students at public supported high schools or community colleges due to the expense of the equipment and reagents. These obstacles were overcome by the contribution of two used (but functional) PCR machines from Abbott Industries, nucleotides and other types of reagents from Earth Environmental Technologies, Moline, IL, funds toward a UV transluminator from the Black Hawk College Foundation and funds supplied by Black Hawk College.

A short article describing the project was published in the local paper just before the semester began. I received so many e-mail and telephone responses from students interested in the program that we have filled our first class and have twenty students on a waiting list. The students come prepared for the 'hands on' experience and leave eager for more. The class is scheduled from 4:30 - 6 30 p.m. so high school students can come after school. There was not a scholastic requirement for students to enter the class. The only requirement was a commitment to attend and a desire to learn about and work with DNA.

One of the responsibilities of an educator is that of also being a mentor to the students in their discipline. Programs such as this one will offer faculty and instructional institutions an opportunity to have a lasting effect on students as mentors and educators. I will probably never win the 'Nobel Prize' or even reach the pinnacle of my profession, but I get great reward from the feeling that I may have touched the life of one who will. These students have that capability! Our imagination is their only limitation. They know no limits and are willing to stretch their minds to meet any demands! Our community and our regional industries are willing to support the efforts of programs such as this one because they ultimately reap the benefit.

GEO 111 World Regional Geography (On Line)

Central Piedmont Community College
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C.E.O.: Dr. P. Anthony Zeiss
Contact Person: Dr. Alice W. Villadsen

CPCC nominates Mr. David Flanagan, instructor of geography and sociology, for the 1998 Exemplary Initiative in the Classroom award. Mr. Flanagan has developed the core course GEO 111: World Regional Geography into a classroom course with available learning options including both telecourse and Internet materials. The telecourse option centers on commercially prepared and North Carolina State approved instructional videos, supported by ancillary materials which Mr. Flanagan developed. The Internet option is entirely based on materials which Mr. Flanagan developed and constantly improves, and which he has linked with National Geographic Society standards—among other available resources.

Mr. Flanagan's course is a true course for the information age. It offers students maximum flexibility in learning, encouraging them to move from option to option with each lesson, as well as enabling them to explore the same lesson through several approaches. Or, students can select the single option which is most advantageous to their learning style and situation. The format enables students to become more knowledgeable about both geography and Internet research.

Mr. Flanagan makes himself available to students for telephone and electronic mail at scheduled times including several evenings a week. He constantly revises his web pages and materials based on student comments about their effectiveness.

Mr. Flanagan has created a truly on-line course. It is more than a channel for electronic mail or assignments to be passed between the instructor and student. The course itself is carried on the net and composed in significant part of original materials.

Materials and links for GEO 111 can be accessed through the homepage address http://cww.cpcc.cc.nc.us/menu.htm

Mr. Flanagan offers his course as part of CPCC's fledgling College Without Walls. He has been given substantial release time to develop course materials and to help other CPCC faculty members develop their own courses. CWW Director Carole Schultz has stated that GEO 111 is the model for all other courses which the College Without Walls plans to develop and offer.

Mr. Flanagan stays up with technology. He was one of the first CPCC faculty members to explore use of the computer for instruction. He has developed materials for classroom use and taken the computer into the classroom, as well as developed telecourse and Internet instruction. He developed and maintains the homepage for the Division of Behavioral and Social Sciences. In 1995, he was a participant in a Microcase workshop on instructional software which was held in Seattle. In 1997-1998, he served on the NC statewide Curriculum Improvement Project in Psychology and Sociology, developing and maintaining the CIP homepage at http://cww.cpcc.cc.nc.us/cip/ At present, he is taking an extension Teaching Program offered by UCLA. David Flanagan will be CPCC's 1998 nominee for the MicroSoft Technology Scholarship.

Whatever new skills Mr. Flanagan attains are brought to his students. He is committed to their learning and to the classroom. His success is evident in Mr. Flanagan's selection for the College's quarterly Teaching Award for Excellence in 1992, a NISOD Teaching Excellence Award in 1993, and a CPCC Teaching Excellence Award in 1997.

The Mastery Option: How to Avoid Having to figure Out Which 30% of the Coursework the "C" Student Didn't Learn

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Contact Person: Joan Cook

Student mastery of material presented in a course is the ideal outcome from the professor's perspective. Often, it is the student's goal as well. Unfortunately, the typical college course structure does not make this easy! Some K-12 school systems allow students to learn at their own pace (often through the use of technology). This option is rarely available in the college classroom because of the firm boundaries for the beginning and end of each course. However, for the student who really wants to learn and is willing to work harder to EARN an "A", it is a goal that can be attained.

Students who select the "mastery option" understand they must fulfill all of the requirements. They must retake each test (multiple versions of each test available) until they score at least a 98. They must revise written assignments until they attain at least a 95 on each. The first time they take a test or write a paper, they must earn at least an 80 (to prevent students using the "retake" as a way to find out what is on the test *before* studying). If any of the requirements are not met, the final grade for the course is calculated based on the original grade earned for each assignment.

Students really like this option; there is a real sense of accomplishment when they master the material. For most "non-mastery" students, once a test is over they just want to forget about the topics they didn't understand. The "mastery" students are striving for full understanding and often want to know more than they are required to learn. The students who take advantage of this option often comment that they will probably never forget the items they had the most difficulty with, because of the repetition.

One of the side benefits of this approach is that it takes a lot of the pressure off students who have difficulty with test anxiety. They no longer feel that everything is riding on a test because they know they will be able to retake it. At the same time, they do their best to work carefully and accurately because they don't want to have to repeat the work unnecessarily. Another fringe benefit is that they can focus on learning instead of the grade. When they know that getting that precious "A" is entirely under their control, their attention shifts to the rewards of gaining knowledge. Many of the students who participate, are not normally "A" students. The impact of success in this program often generalizes, producing increased efforts in other classes as well.

The satisfaction the professor gains from having students who are really interested in learning and feeling good about it, is obvious. However, it is natural to be concerned about all the extra work that might be involved. Unfortunately, only about 20% of the class typically take advantage of the opportunity, so it remains manageable. If all students did take advantage of it, it would be worth the extra effort!

Academic Excellence in Dental Hygiene

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Research and "Table Clinic" presentations are an integral part of the Cypress College Dental Hygiene program. The research project is an initiative representing the culmination of transfer learning, application of clinical skills, implementation of research methods, knowledge of statistics, and an understanding of ethical research concepts. The Table Clinic's research component is an exceptional example of academic integration; some of these projects are subsequently published as abstracts or articles in major Dental Hygiene journals. Faculty from Radiology, Science, or Math as well as dentists are often consultants to the students working as teams to complete research projects. The team effort that emanates from this activity is one that promotes academic rigor, quality learning, and success.

Student research projects have consistently received recognition for excellence. In 1991 Cypress College students presented their research for judging at the Annual Scientific Session for the American Dental Hygienists' Association (ADHA), a national competition. Cypress College was awarded "First Place" the first year, and has received an award almost every year since. The list of awards from the ADHA, National Judging for research is as follows: 1991—first place; 1992—honorable mention; 1993—first, second, third, and honorable mention (this was a clean sweep); 1994—first and second place; 1995—first and second place; 1996—third place; and 1997—third place. At the California state level competition, Cypress College students received first place awards from the California Dental Association in 1993 and 1994, and either first, second, or third place awards from the California Dental Hygienist's Association (CDHA) in 1989 and 1991-1997. Additionally, five to six student research projects are published yearly in The Journal of the CDHA.

Research on a dental-related subject is also part of the program's Community Oral Health Course. Selected students seek publication of their abstract by submitting work to major professional journals. An average of six students each year have abstracts published in the Journal of Dental Hygiene, the professional journal for the ADHA. The faculty has received notification that this year ten (10) students have had their abstracts accepted for publication in The Journal of Dental Hygiene. The publication of student research has become a regular affirmation of the excellence and quality of the program, its faculty, and the students.

A major strength of the program is a hands-on component for clinical instruction and development of clinical skills accomplished in both an on-site Campus Dental Hygiene Clinic and rotations to off-campus community clinics. The Cypress College Dental Hygiene Clinic is organized within the confines of the college structure and the program operates as a small business. Students provide dental health care to community members (students, faculty, children, and seniors) for a minimal fee, and at the same time gain competence and professional skills. The program provides an hourly Spanish interpreter to assist students and patients in the Clinic, in making telephone appointments, and in providing information. This has been a unique opportunity to improve the communication and learning for students as well as providing quality care to the Spanish patient. In addition to the on-site campus clinic, student rotations are scheduled to enriching off-campus sites which serve to build skill mastery in alternative settings and with different population groups: (1) clinical practice at community clinics such as Share Our Selves Clinic in Costa Mesa (free dental care for the needy) and (2) clinical practice at Rancho Los Amigos Medical Center in Downey (care for patients who are medically compromised, mentally/physically challenged, and requiring specialty treatments). Collaboration with the community clinics has been a significant strength of the program and continues to be a valuable initiative enhancing the curriculum.

The students and faculty contribute to the community by participation in projects, such as, "Success for All-Healthy Start" under the direction of the Buena Park School District. Students provide education on nutrition and oral health to area elementary classrooms, faculty, and parents as part of this public health project. Students participate with the Orange County Dental Society Public Health Task Force to complete dental screening for health fairs and other Community projects such as sending dental care packages to support the troops in Operation Desert Storm. The Dental Hygiene Program has an active effective Advisory Committee made up of community members including dentists in private and specialty practices, dental hygienists, dental assistants, dental products/equipment representatives professional association representatives, and university affiliate staff.

The program celebrates over twenty years of quality instruction and impressive student success. The program accepts sixteen (16) students each year for a total of thirty-two (32) students in the program. The retention rate is typically 97-100%; for most of the program history, retention has been near 100%. The ADHA presents scholarships for $1,000 each year and Cypress College students have received four in the last six years. In 1997 the National Board Exam scores for graduates were exemplary: four of the sixteen students scored in the 99th percentile and 93.7 was the class average. The graduates continue to score in the top 5% nationally on this exam. Last year Cypress College was third nationally among the 211 Dental Hygiene college and university programs (there are 180 Community College programs in the United States). The California State Board

Examination results in 1997 were a 93% pass rate the first time and 100% pass on re-exam. After these exams, graduates have the required licensure for employment as Registered Dental Hygienists (RDH). The faculty report 100% employment in the profession within one to two months after licensure, most students have a job waiting for them as soon as they receive a license to practice. Graduates also report on program exit evaluation surveys that they are very satisfied with the program. Follow-up surveys of graduates find statements regarding the ease of transfer to baccalaureate degree programs. As further evidence of confidence in the program's graduates currently, there are three alumni teaching part time in the program. Certainly; this success validates the excellence of the curriculum and the graduates of Cypress College Dental Hygiene Program.

Outstanding Baseball Program

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Scott Pickler is a person who always exhibits strong initiative and a relentless work ethic. When he took over a struggling Cypress College baseball program in 1985, it wasn't surprising to anyone that he turned the Chargers into a respected California powerhouse.

In 13 years as the head coach, Pickler has directed Cypress to three state championships and an overall record of 419-192. He has been selected the community college National Coach of the Year three times. His biggest victories and proudest moments, however, come when he sees his athletes move to four-year colleges and universities. Pickler's players have secured a total of $2 million in scholarship money during his tenure at Cypress. All 13 sophomores from the 1997 state title squad received scholarships.

Professional scouts also desire Pickler's athletes. To date, major league baseball has chosen nearly 50 of his players in its free agent draft. Former Cypress standout Trevor Hoffman of the San Diego Padres is one of the baseball's top relief pitchers.

How does he do it? Clues can be found in his slogan "Think, Class, and Hustle," a motto Pickler drills into a Charger athlete from day one. A master of the basic fundamentals of the game, Pickler and his assistants work diligently to prepare the players to reach correctly to any situation. Says an assistant, "Scott has the ability to get the most of his players' potential. He makes them believe in his techniques."

Fund-raising, another area where Pickler excels, is an important aspect of running a top program. He solicited the funds to help purchase the college's first electronic scoreboard and led the drive that resulted in major improvements to Cypress' playing field and surrounding facilities. He also holds annual children's camps, a golf tournament and a $100-a-plate Cadillac dinner. Pickler also finds time to take his squad into the community. For the past 10 years, Cypress athletes and coaches have visited and taken gifts to cancer patients at Orange County Children's Hospital.

Cypress players don't forget the experience of competing for the Chargers and what they learned from Pickler. Many come back and are quick to point out how much baseball knowledge and lessons of life in general they acquired from him.

Pickler's full-time dedication to the Cypress College student-athlete is a labor of love. When it comes time for a coach to put together the building blocks for his program, he couldn't do any better than to use Scott Pickler's recipe for success.

The Saginaw Project: Using the Community as a Lab

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For many teachers, it is a constant battle to get students interested in and excited about reading and writing. It's also a challenge to interest students in their own community. About five years ago, I discovered a fascinating story about a young woman, Frankie Howe, who actually lived in Saginaw during the lumber era, over a century ago. As I am always looking for innovative and worthwhile materials, I took a gamble and decided to use this book, *Frankie and the Barons,* by Stuart Gross, with my beginning and developmental Delta College students. I was delighted to discover that students really identified with this story set in their own city and neighborhoods. In fact, many of them told me that after reading about how Frankie arrived in East Saginaw at the Potter Street station in 1879, they went out and walked or drove the same route she must have taken. Their interest in Frankie and other historically significant characters and events from Saginaw's history led me to believe that there is rich potential for learning right within our own communities.

I began to pursue this potential. Following many lively discussions of this book, I scheduled class field trips to the Saginaw Castle Historical Museum and Hoyt Library, both beautiful historical structures built in downtown Saginaw in the 1890s. At the Castle Museum, students could see, learn, read and hear factual information about the first Saginaw and Michigan citizens, the Indians; about the French fur traders and settlers; and about significant local developments, discoveries, and trends. In Hoyt's newly renovated genealogy room, students searched the biography files and old newspapers for names or dates that might help them discover more about Frankie, her antagonist and opera house owner Warren Bordwell, or any other of Saginaw's historical figures mentioned in Stuart Gross' book.

These novice students did such a good job researching Frankie's life that they discovered little known but significant facts that even author Stuart Gross was unaware of. When the author-historian first visited our class to discuss his book, he was amazed when students showed him their century-old news articles that provided "the rest of the story" in Frankie's colorful life. After visiting many subsequent classes and interacting with my students, answering questions, and sharing ideas and discoveries, Stuart Gross decided to write a new story about those two infamous Saginaw characters, Frankie and Bordwell. I like to think my students had a lot to do with that decision, and I tell them that not only have they been influenced by an author, but they, in turn, influenced an author. Students have been thrilled with the fruits of their research, and many have gone back to

Hoyt Library to do research about their own families who made Saginaw their homes back when the lumber barons were king.

It is with both great pride and great sadness that I relate that Stuart Gross did pen his final book about Frankie. This was the last of several books to be written by the well-known author, historian and journalist. Stuart was diagnosed with cancer right after completing his story. He gave me his manuscript for possible publication, as he knew he would not be able to see the project through. I knew the story was too good to go unpublished, so I enlisted the aid of Delta students, faculty, and staff to publish this story. We edited the manuscript, invited a Delta student-artist to illustrate the book, and completed the printing of the book shortly after Stuart's death. On February 26,1997, my students and I hosted a book unveiling celebration, where we presented a copy of the finished book to Gross' widow and family. We invited guests from all areas of the community to our celebration, and we were gratified to greet about one hundred visitors who came from the *Saginaw News,* Delta College, Saginaw Valley State University, Hoyt Library, Saginaw Castle Museum, and many other institutions. Many of my former students also came to honor Stuart Gross and his final product. This book, *The Saginaws: When Timber Was King, is* now sold in Delta's bookstore and at the historical museum. I use it as a class text in my college composition classes.

I find my current students enjoy this story tremendously. Again, this book inspires us to go out and do additional reading and research at Hoyt Library, the Castle Museum, and within the community. Students examine artifacts and exhibits, interview local residents, and listen to lectures by museum personnel, librarians, and a Delta College history professor.

This exciting and successful introduction for my students to library research and reading has also been a rich opportunity for my student writers. Using their research, they have written sequential essays about important historical events in Saginaw; they have compared and contrasted women's rights from the lumber era to now; they have written descriptively about Saginaw's important historical people, buildings, and places; and they have examined issues such as those that have divided Saginaw for over a century.

My fall '97 composition students took the "Saginaw Project" one step further. They decided that they should pass on what they had learned about Saginaw's history to other young people. During the course of the semester, groups of students had already prepared posters, timelines, videos, and handouts to present their particular research topic to each other. Now, they decided to visit a fourth grade class at Morley Elementary, Delta's adopted school, to share their new knowledge. Students gathered clothes and props reminiscent of the 1890s and met outside of class to practice their presentations. Topics for presentation were impressive: they told the story of the Goodridge Brothers, Saginaw's famous black photographers who were primarily responsible for recording the local nineteenth century lumbering history. They also informed the students about Saginaw's Great Fire in 1893, one that destroyed many sawmills and other valuable property. In addition, students dressed as William Q. Atwood and Martha Hay explained their unique roles as Saginaw's only Black and female lumber barons. Finally, Chason, a young black male who was considering a career in teaching, donned a flannel shirt, boots, and gray beard and prepared to tell his young audience about the lumberjack's life in the woods. Chason was apprehensive the students would not like him, but they loved him and his stories! And Chason loved his audience—we almost had to drag him from the classroom when the presentation was over! This student now has his mind set on a career in teaching! Obviously, this was a mutually beneficial experience for us all.

I am presently on sabbatical, working with staff members at Hoyt Library and Castle Museum, to extend this project to include a college and community partnership to enhance students' educational experiences. I am also coordinating my efforts with our college volunteer office, as I wish to incorporate a community volunteer project in my classes. I envision students continuing to present at local elementary schools, and I have found that local educators would readily welcome this, especially with Michigan's new core curriculum, which includes a segment on local history for all third graders. I also hope to see my students active in writing signage and setting up exhibits at the library and museum. In addition, my students have uncovered much information about the role of minorities in the early development of Saginaw, an area that has long been neglected. Two of my students from last semester are presently helping plan a museum exhibit on a former slave who became a wealthy and influential Saginaw lumber baron.

I am convinced that the study of local history is important and engaging for students of all ages. As students explore their past, they are highly motivated to read, write, and research topics that have relevance for them. With their new knowledge and perspective on Saginaw's past, my students take renewed pride in themselves and in their community. In fact, they carry the classroom discussion out into the community, passing on what they have learned to family and friends. Student evaluations of what I call the "Saginaw Project" indicate enthusiastic student support of this community history component in the English classroom. In fact, one of my students asked this question on her final class evaluation form: "Why have I grown up and married in Saginaw and never learned about Saginaw's history until now? I should have known all this—it would have been something to be proud of."

I feel every community has a story to tell, one that holds great promise for those willing to invest in it. Each locale also has its historians who could be invited into the college classroom to share highlights and interesting stories from the past. This could be an author who has written work to share with students, or an oral historian who has stories the students themselves could record. Fieldtrips could also be planned to places such as historic buildings, museums, or even cemeteries. Because students have their own connections to the past, through people, places, and events, they also have a vested interest in reading, researching, exploring, and writing about their town. Study of local history and exploration of Saginaw's past has been a very rewarding, invigorating and worthwhile learning experience for us at Delta College; I feel certain other instructors would also discover a great treasure on their doorstep—if they only looked. I'm glad we did.

Technology Career Ladder

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Edison Community College has created an integrated technology career ladder that merges credit and non-credit instruction to maximize opportunities for students. The career ladder incorporates Microsoft training, credit courses, non-credit preparatory courses, and a degree program under one office. This high degree of integration has permitted rapid response to community needs, highly personalized attention to individual student needs, and efficient use of facilities and curriculum components.

The Microsoft training program, which opened in September 1997, offers the commercial non-credit Microsoft Certified Systems Engineer (MCSE) courses which prepare students for the Microsoft certification exams. If students wish, these courses can be converted to 18 credits in a new systems engineer degree. A special non-credit preparatory course was developed for students who lack the background for immediate admission to the Microsoft program. An existing telecommunications degree, with options in telecommunications and business systems, includes five networking courses which also can prepare students for the MCSE training and which are sophisticated enough to place students as interns in advanced technology firms. These courses include operating systems, networking, PC hardware, network technologies, and network management. Entry level courses in the telecommunications degree also serve as longer preparatory courses for students not yet ready for MCSE courses. Other related components include internships for technical students and a 30-credit certificate in computer languages and a degree in digital electronics. The integration of credit and non-credit maximizes resources and flexibility by combining the labs and personnel of both areas. Scheduling is coordinated and Edison is able to easily support the training program with its advising, tutoring, library, and practice labs that are already in place.

Also, by integrating these programs within one division, the College is able to truly serve each student's special needs. Each student is interviewed and advised according to his or her technical preparation, financial status, and career goals. This student-oriented, customer-driven approach already has led to full MCSE courses with almost no advertising and to an increase in credit enrollment.

The model also permits highly rapid response to community need. The degree program was begun in October and finalized in December. A short non-credit course to prepare students to enter the Microsoft training was developed in November and operating by January. This fast pace was made possible only because the people in charge understood both the credit and non-credit systems and could maximize the advantages of each.

This integration of training and academic instruction and its broad career ladder approach has attracted more students in information technology but it also can provide a prototype for other programs and institutions seeking to maximize staff, curriculum, and equipment. The bureaucratic distinctions set up by colleges serve useful purposes but to students they make little sense. Increasingly, students just want to learn. They are interested in outcomes, cost, and convenience; they are less interested in credit vs. non-credit than in the job for which they are preparing.

The model builds on common functions of most community colleges: credit programs and non-credit training. It uses a nationally recognized commercial training product. Critical to the design, however, is the flexibility and rapid response time gained when credit and non-credit departments work together -- when faculty can teach in either area, when labs are used by whoever needs them, when advising can direct students to the learning mode that best serves their individual needs.

Charlie And Me In Cyber Space: English Composition 101 On The Internet At Elgin Community College

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In August of 1997, Elgin Community College's first English Composition Course went on-line. This initiative has combined the proven practices of writing pedagogy and the new delivery capabilities of Internet technology. The course is delivered in an asynchronous mode, completely through the Internet; students may register, buy books, and take the course without ever coming to campus. Furthermore, students may participate from home, work or anywhere they can access the Internet. Although the course has traditional semester starting/ending dates as well as activity and draft dates, the work for the course may be done at the students' convenience—any time of the day or night. Moreover, flexibility exists in the design to allow for adjustments in due dates to accommodate varying student needs. The students are only on the Internet for FTP transfers of electronic files and activities on the WebBoard (software designed for student-teacher and student-student interaction). Community building for the cyber classroom is an important part of the class; students participate in interactive group activities; however, it is done in an asynchronous manner so that students are not bound to a time or place to participate in the activities—often they take place over a period of several days. All other work is done off the Net using the multi-media components.

English Composition 101 is based upon a three-pronged pedagogical approach as delivered though a new medium: 1. Process writing which is the theory that good writing is a result of much refinement; therefore, a minimum of three electronic drafts are submitted. 2. Conference-Based Instruction which is the coaching of student drafts in one-on-one conferences for feedback resulting in deep revision. Drafts are read by the instructor and feedback given for deep revision strategies. 3. Problem-Based Assignments are scenarios involving problem situations which students solve through carefully designed pieces of writing. Academic rigor is evident these ways: the number of required graded assignments and required ungraded activities, the degree in difficulty of the problem/solution assignments, and the required numbered of drafts for each major assignment.

Combining the principles of instructional design and Web Page hypertext, a series of 12 Web pages display the course on-line:

- Index Page (that permits access to the element pages)
- How This Course Works Pages
- Syllabus Page
- Class Schedule Page
- Assignments Page
- WebBoard Page
- Handout Packet Page
- Videos Page
- Telephone Conference Page
- Internet Links Page.

The pages lay out the entire course for students, so that they may preview the course before they enroll for the course and understand its policies and requirements. The pages are also designed to be entertaining as well as informative and to give the students some insight into the personality of the instructor. A mascot, Charlie the Red Cat, acts as "assistant professor"; he introduces the instructor and course and occasionally joins in the discussions on the WebBoard. In addition, for amusement, many animated cat graphics are included.

Incorporating theories in adult learning, distance learning, and diverse learning styles, materials were specially designed for the course. One is the Karen Gordon Handout Packet. It includes Assignment Instruction Handouts, Prewriting Activity Handouts, Instructional Handouts, and Models. What's more, a series of six videos explicate each of the six major assignments, the materials needed for each assignment, and the major rhetorical concepts which the problem-based scenarios are based upon. The Handout Packet and the videos are coordinated and cross referenced or linked on the Web pages so that students may, for example, view the Class Schedule Page and see each assignment, when it is due, what handouts to use, what video to view--all linked together.

As one example that this course can adopted/adapted by other colleges, the College of Lake County requested a consultation and has subsequently used this course and its development process as a model for its own Internet Course Program.

Some indications of the success of this initiative are the demonstrations that have been requested by and given to the regional press, faculty and staff, Counseling Center Staff, and various community organizations. Reactions have been most enthusiastic and positive. In addition, the course will be the center piece of a AACC presentation in April 1998. The presentation will consist of three parts: 1. Dr. Edna Baehre, past Vice President, of Elgin Community College will describe a model of an administrative structure for the development of Internet courses. 2. Mr. John Putz, Instructional Designer, will explain how the instructional designer and instructors worked together to create the classes and a non-technical explanation of how the Web site for the classes was created. 3. Ms. Gordon, Assistant Professor of English, will present the perspective on the development process of English Composition 101 for the Internet.

The design of English Composition 101 incorporates innovative elements in the use of technology. First, it utilizes electronic grading and transfer of files to teach deep revision strategies. Second, it includes multi-media components to accommodate various learning styles. Third, it builds community in the cyber classroom through planned student activities on the WebBoard (software that permits group activities) which promote electronic discussions. Fourth, through the technology, e-mail, WebBoard, and FTP transfer of files, there is a high amount of student instructor interaction.

Please come to the web-site and enjoy: Karen Gordon: kgordon@mail.elgin.cc.il.us
http://instruction.elgin.cc.il.us/classes/engl01/

Increasing Student Learning and Enthusiasm in Biology

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In an effort to increase student learning, I have incorporated more direct experiences in biology for my students through a combination of technology and lab experiences using cooperative, inquiry and mastery learning strategies. I also have provided opportunities for experiential learning in biology.

I believe that student laboratory experiences are often frustrating and become a negative rather than positive experience because they do not understand what they should be observing or doing. In order to address this and provide labs that are interesting, fun, informative, and intriguing I have students work in cooperative teams to accomplish set objectives where they are active learners and I am a facilitator/consultant. Students must individually meet the criterion for the set objectives to finish; this means that they do not leave until they have the objectives mastered. Therefore, taking more time to master skills or concepts does not penalize students. For example, each student must demonstrate the correct technique using the microscope while I watch and check his or her procedure. However, if they make a mistake they continue to practice until they have microscope technique mastered. I grade labs through a variety of methods, including lab practicals on which they must reach 100% accuracy. Students appreciate this approach because they work together to bring their entire team up to levels of competency, and when they accomplish the skill or task they earn all of the possible points for the lab. Students consistently write on evaluations for my classes that they enjoy labs as well as learn a great deal. I believe this approach helps alleviate stress in dealing with unfamiliar skills or concepts as well as provides a way for students to actively learn. This also allows them an opportunity to get to know their peers better, use social skills in a somewhat informal environment, and experience success and, hopefully, increased self-esteem.

In all of my classes (Biology I and II, Human Anatomy and Physiology, and Microbiology) I use diagrams and photographs projected from a video laserdisc in the lab or auditorium to show students visual images and video clips of concepts we are studying. This has allowed some concepts that would typically require a lab session to be completed in lecture by showing microscopic or whole images for identification, and even provide the format for a "lab practical" during lecture. I also use a flexcam in lab to show the same microscope slides that students will be viewing. Therefore, I can indicate and explain what they are viewing as well as use the flexcam for lab practicals involving microscope slides.

My students are provided with opportunities for experiential learning in biology by developing a partnership with the Department of Natural Resources fisheries research biology crew at the Spirit Lake Fish Hatchery. Students in my biology classes or biology club observe and assist DNR biologists, technicians and Iowa State University graduate students in actual ongoing research projects. They have learned about as well as actively participated in the sampling procedures and techniques of seining, electroshocking, stomach pumping, hydroacoustics survey, and data collection since 1995. This experiential learning involves nighttime sampling of fish from boats in the early spring and late fall between the hours of 7:00 p.m. and 2:00 a.m. These are exciting projects to participate in and valuable learning experiences for our students. Those who have participated expressed that it was an awesome experience. This fall, I had more students than ever requesting more hours than I could provide for this experience (35 students participated and worked a total of over 1500 hours). This was simply due to student interest; they do not receive any points towards their grade for this experience.

Problem solving is incorporated into all of my classes by introducing them to the problem solving technique used by the "Future Problem Solving Program." Students learn the actual process of problem solving using newspaper articles within the subject being studied. Teams of students complete a booklet using the following problem solving steps: brainstorm problems within the situation, identify the underlying problem, brainstorm possible solutions for the underlying problem, develop criteria by which to judge solutions, evaluate solutions based on criteria, and explain how the best solution could be implemented. This is also an avenue for me to incorporate current events in biology into the curriculum. By utilizing a variety of strategies and experiences, I believe that students learn more about biology because they are more involved and more interested.

Honors Program course HUH 150: Science, Humanity and Technology

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Introduction: The Honors humanities course HUH 150: Science, Humanity and Technology is a science appreciation course for non-science majors taught by a professor of English; it connects science to literature/art/music, uniting the two major systems by which people try to understand the universe.

General Background: For thousands of years, science and philosophy were a single thread. The ancients thought about why things were, and that prime cause was mystical. The two disciplines began to separate when people dared think about *how* things were. Galileo made for years what was to be a clear distinction: "(T)he intention of the Holy Ghost is to teach us how one goes to heaven, not how heaven goes (which is the domain of science)." But when Stephen Hawking published A *Brief History of Time,* he made the priestly remark that, if we could discover the Theory of Everything, "it would be the ultimate triumph of human reason—for then we would know the mind of God." Science and philosophy, once one discipline, then two separate disciplines, are again merging.

But instead of science being the practical side of philosophy, philosophy is now the mystic side of science. As science becomes so abstract with theories about parallel universes, warped time and top quarks, and as scientists create new life forms and look for the soul in brain synapses, science becomes a religion that mystifies and terrifies the laity. Only by connecting science with the humanities can we address this emerging side of science.

Rationale for HUH 150: At least one issue a month of popular magazines like *Newsweek* has a cover article dealing with some aspect of science. The face of Dolly, the cloned sheep, stared at supermarket shoppers from hundreds of publications. Yet at a panel of the Academy of Science of St. Louis in November 1997, Jon Miller from Northern Illinois University, stated, "Only one in five

Americans knows that DNA ... has something to do with heredity. Some think it's a toxic chemical...." In *The Demon-Haunted Universe: Science as a Candle in the Dark,* Carl Sagan charged that 95% of Americans are scientifically illiterate.

Science courses are attacked for being heartless, regimented, reductionist, authoritarian. As science meshes with philosophy, many science courses are unable or unwilling to address students' questions about values, ethics, and morality in current issues. Apparently they are also failing to convey elementary facts to all but science majors.

By integrating science and humanities, HUH 150 redefines "culture." In 1880, Thomas Huxley made an address at the first scientific college, stating that studying literature was only one way to gain culture. "Culture," Huxley quoted Matthew Arnold, is "the best which has been thought and said in the world." A study of science, Huxley boldly announced, was the other way to become cultured, and, for progress, a study of science was the better of the two ways. At that moment, the academic world officially split into the sciences and the humanities, but it wasn't until 1958 that C. P. Snow made the division world-famous in *The Two Cultures* speech. Later, in the book *The Two Cultures: And a Second Look* (1964), he stated, "It is dangerous to have two cultures that can't and don't communicate."

Therefore, a course like HUH 150 that makes science a part of the culture once reserved for the humanities and that combines scientific information with a discussion of values, is essential, especially in the technically-oriented community college.

Instructor: HUH 150 was designed in 1994 by an English professor inspired by that year's Phi Theta Kappa Honors Topic and who, as a lifelong science-fiction fan, had made science an avocation. Other institutions can adapt one of several patterns for team-teaching such as sociologist historian plus science instructor. Even in HUH 150, the class joins the Ecology class for one unit.

Goals: The major goal is to help students attain scientific literacy in order to be citizens who are well informed enough to make crucial decisions about scientific and technological issues affecting society. This goal is achieved by having students: (1) learn the basic vocabulary of science, including names and dates; (2) distinguish between science and technology; (3) see the interplay among science, technology, and society; (4) gain some understanding of how science works (scientific method vs. serendipity) and how scientists practice their profession; (5) get an understanding of the social and ethical impacts of science and technology; (6) gain an awareness of some of the major conceptual schemes that form the foundation of science, how they were arrived at and why they are widely accepted; (7) see the parallels in all these areas between the sciences and the humanities.

Course Design: There are six units in the course:

I. Background on the Two Cultures—Science and Humanities

II. Science as a Way of Thinking

III. Paradigm Shifts in the History of Science

IV. Aesthetics and Science

V. The Limits of Science

VI. Issues and Ethics in Science

Students' grades are based on several major projects. Each student gives one oral report from assigned readings; reads one fiction or non-fiction book (student's choice from list) and reads six outside articles on a science issue connected to the book, turns in summaries, and gives an oral report to class; takes two major tests; keeps a reading journal from textbook selections; does a water quality report with the Ecology class; tours ABB Combustion Engineering (a nuclear rod manufacturer) and writes a safety report.

Assessment: Besides performance evaluation, such as the grading of unit tests, students are given pre- and post-tests on scientific names and terms. Improvement is monumental because Sagan is right: even the brightest Americans are scientifically illiterate. Also, Critical Thinking CAAP scores were compared between Honors Program students who took HUH 150 and those who didn't. The average score for HUH 150 participants was 66; for others 58.7. Whereas this looks promising, the program is new, so the number of graduates is currently too small to yield a statistical significance.

Helpful Resources: *The Myth of Scientific Literacy* (1995) by Morris Shamos; *The Culture of Science* (1993) by Hatton and Plouffe (the text used in the course).

Conclusion: Science cannot remain a mystery to 95% of Americans when their social, psychological, physical—and even moral—being depends on such knowledge. A course like HUH 150 that includes but goes beyond science facts is, indeed, "the wave of the future."

Academy for Information Technology

Johnson County Community College
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Contact Person: Dr. Sally Winship or Gratia Carver

In August of 1997, the new Academy for Information Technology opened its first semester at Johnson County Community College. The Academy for Information Technology is a joint initiative between the credit Information Technology Program and the Continuing Education, Business and Industry Institute. The purpose of this partnership is to provide curriculum in local area networking and Internet related courses for students interested in the Information Technology career field. The initiative is the first of its kind at Johnson County Community College.

The Continuing Education and Credit programs are designed to meet the needs of different student markets; however, the programs are complementary and have identical resource needs. In addition to the partnership benefits in terms of sharing facility and staff resources, the most important goal of the Academy for Information Technology is to meet the growing demands of students in the community and to develop the Academy as the place for Information Technology professionals and those entering the field as the desired resource for their life long career learning and development. The program has many additional benefits as follows:

- Provides a complementary program for both Credit and Continuing Education which meets the growing needs of our customers for high end computer training locally.

- Provides both Continuing Education and Credit technical education opportunities for students to choose from based on current and future technical training needs.
- Positions both programs to be state of the art allowing rapid response to ever changing technology and marketplace needs.

The facility is actually a remote site of the campus and is located in the heart of Johnson County providing convenience for a large portion of the population. The facility includes the following:

- Reception area.
- 3 Computer Labs (1 Microsoft NT, 1 Novell Netware, 1 Unix).
- 1 Lecture classroom (no computers).
- 5 instructor and staff offices.
- 1 Technical Office with viewing windows into each lab.
- 1 Conference Room/Resource Center/Library (resources, self-study, tutoring).
- 1 Testing Center (Sylvan Prometric Authorized Testing Center).
- 1 Student Lounge

The following table lists current curriculum and program options for both programs:

Credit Program

Curriculum:
- LAN Fundamentals
- Intro. To Information Technology
- LAN Systems
- Advanced LAN Systems
- LAN Supervisor: HTML
- LAN Application: Project MGMT
- LAN Components: Wire/Fiber
- Network Connectivity
- LAN Specifications/Contracting
- Network Design/Implementation

Program Options:
- Associate Degree in Information Technology
- LAN Administrator Vocational Certificate
- LAN Technology Specialist Vocaational Certificate
- WebMaster Certificate currently Being developed
- Future career certificate programs

Continuing Education Program

Curriculum:
- Internet/Intranet courses
- PC Hardware, Maintenance and Upgrade
- LAN Components, Architecture, Design
- Understanding Networking Technologies
- Administering a Netware 3.12 or 4.11
- Adv. Administration Netware 4.11
- Adding and Configuring a Web Server
- Navigating with NT 4.0 Workstation
- Installing and Implementing NT 4.0 Server
- Administering NT 4.0 for the Enterprise
- Installing and Implementing Workstation
- Understanding Networking Essentials
- Installing and Implementing SQL Server
- Installing and Implementing Exchange
- Installing and Implementing SMS 1.2
- Installing and Implementing IIS 3.0
- Connectivity using TCP/IP NT 4.0 Server
- Database Applications using MS Access
- Building Internet Applications using ASP
- JAVA Programming
- Developing a LAN Disaster Recovery Plan

The following analyzes the progress of the Academy for Information Technology program to date in enrollment and curriculum growth and includes future growth areas planned.

Enrollment and Curriculum Growth

First Term Enrollment:

Credit Program — 290 students (pre-academy — 150 students)

Continuing Education, Business and Industry Institute Program

Public Offerings	87 students (pre-academy — 25 students)
Contracts	26 students (pre-academy — 0 students)
TOTAL	113 students

Curriculum:

Credit Program — 1103 credit hours (pre-academy — 598 credit hours)

Continuing Education, Business and Industry Institute Program
16 courses (Fall '97 Term) (pre-academy - 4 courses offered)
23 courses (Spring '98 Term)

Future Growth Areas: The following presents future growth plans developed from participant inquiries and requests. It will be important to the success of the Academy to not only maintain currency of curriculum but to expand as well, as indicated by the Information Technology Industry.

- Develop business partner relationships with corporate clients to address the shortage of skilled Information Technology workers.
- Develop a series of "Enhancement Seminars" to fill the gap of regularly scheduled courses in meeting the constantly changing information needs of Information Technology professionals and students entering the profession.
- Augment the industry certification curriculum structures to meet demand such as Novell, Lotus, A+, Sun Solaris Unix, and Oracle (Microsoft's MCSE is established and being offered beginning this term - Spring 98').
- Development of a complete AS/400 program for AS/400 professionals.
- Continue the development of certificate programs.
- Increase customized contract training opportunities for corporate clients.

In summary, the Academy for Information Technology was formed to meet growing demand for curriculum in the Information Technology field. The Kansas Occupational Outlook—2005, cites the top three fastest growing careers are all in the Information Technology field. The Academy has experienced tremendous growth in the first term already, with the credit program nearly doubling courses offered and most importantly enrollment. The continuing education program offered through the Business and Industry Institute has tripled enrollment and grown from 4 courses to 23. We look forward to continued future growth in meeting the needs of the students in our community and ultimately the workplace needs in developing skilled Information Technology professionals. We appreciate your attention in being considered for recognition as an Exemplary Initiative in the Classroom.

Accelerated Mainframe Computer Programming Certificate Program

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Program Overview. To address businesses' critical need for IT professional in the Kirkwood Community College district, the Continuing Education division designed the Accelerated Mainframe Computer Programming Certificate course. This program provides a career-ladder approach for new and returning students to "jump-start" their careers in the IT industry. The project team identified community needs based on focus groups, expert panels and surveys working with the local Chamber of Commerce.

The certificate program was developed in partnership with five area businesses, who formed expert panels to complete job task inventories for mainframe, PC, and mid-range programming, and LAN administration. Mainframe programming was identified by the partnership as the most critically needed educational program. The job task inventory provided the information needed in which to build a curriculum that worked in an accelerated and corporate training environment. Coursework includes: systems design and analysis, COBOL, DB2 database management, MVS, JCL, TSO, CICS, program testing, and technical documentation, and cost/benefit analysis.

Innovation. The six-month accelerated program exhibits innovation and creativity through:

Curriculum design. Within seven months of the initial data collection, the first class began. Accelerated design principles were used to condense credit coursework without affecting quality or outcomes. The curriculum was designed to meet employer-specific skill needs, and focused on intensive, short-term training to get participants back into productive employment as quickly as possible. Company partnerships established internships that enabled students to apply their classroom knowledge each day in a workplace setting. Business representatives were invited to review course content for consistence with actual tasks performed by typical computer programmers in the work environment and were invited to instruct portions of the course. The six-month program requires four hours each of work, internship, and study each day. It was designed for returning adults seeking a change in career or the underemployed.

Program delivery. Because of the college's partnership with AEGON USA, which includes access to the company's mainframe, this program was developed and offered without requiring new equipment. A credit faculty team member, with extensive business and industry experience, designed and delivered the first pilot course. Students were provided with the necessary technology to do their coursework from home. The course was conducted in a simulated corporate training environment that focused on hands-on application through various team-based projects.

Company partnerships. Companies enthusiastically embraced this program as an opportunity to grow-their-own-programmers and invest in well-rounded, motivated employees. Creative financial incentive programs were used to provide tuition reimbursement, internships and full-time jobs for the participants. Companies desired high interpersonal skills, consequently, "soft skills" training was added to curriculum (team skills, problem solving, customer service, communication, and conflict resolution).

Student Success. To date, over 500 calls and applications have been processed. One session of 11 has graduated, another session of 19 will graduate in May, and another session for 20 will begin in May. An extensive application screening process was designed to assure the success of the students. A 360° evaluation process was used that examined the applicants' past, present, and future abilities. Computer experience was not a prerequisite for the program. To date, program attrition has been less than .03%.

Program objectives and outcomes are constantly being evaluated. The process includes surveys of current students, graduates, and employers of interns/graduates. These results are used to continuously improve the curriculum, internship experiences, and instructional delivery.

The 11 students in the first pilot session were employed at their graduation. The average starting salaries for these positions is $32,000. Internship salaries range from $9 to $15 per hour. Graduates updated and improved their skills quickly, returned to the workforce quickly, and have the potential to return later for more in-depth IT training.

Replicability. Successful programs in the IT area are critically needed nationwide. As a member of the American Association for Community Colleges, Kirkwood has shared best practices and lessons learned through the implementation of this program. To date, three community colleges have requested more information about the program, numerous presentations have been given about the project, and future presentations are planned on a national level.

The design of the curriculum, application/screening process, and company partnership models can be easily replicated in other community colleges. The framework for accelerated learning environments in the IT field has been built through this program and can be applied to many different IT programs. This framework includes the following components: Recruitment of trainers/students, Curriculum design, Internship partnerships, Business partner marketing, Participant mentoring, Evaluation, and Program delivery. The issue for the institutions will be access to the hardware.

Indications of Success. Institutional support for the program involved a cross section of departments. Involvement came from administrators, faculty and staff from the business and industrial technology departments, continuing education, computer information systems, college advising and testing center, and workplace development services. As a result of this program's success, the college's credit and non-credit divisions are collaborating to develop an accelerated PC Developer and Mid-Range Programmer certificate programs. The partnership of the instructional branch and continuing education division is an innovative and effective method for delivering accessible training that fits the needs of employers.

As a result of the marketing campaign for this program, over 500 applicants have been screened, with only 30 students accepted into the program. Students not accepted were advised to investigate and apply for acceptance into the college's two-year computer programming credit program. As a result, this program is enjoying unprecedented enrollments.

The success of the Accelerated Mainframe Computer Programming Certificate Program has spanned this campus. This success is breeding other accelerated learning programs in the IT field. The college continues to make substantial financial investment in these programs to ensure that Kirkwood Community College continues to meet the workforce needs of the region. By Fall 1998, the college will have committed to taking the Accelerated Mainframe Certificate to an Internet delivery format, offering a modularized Accelerated PC Developer (programmer) Certificate in both face-to-face and Internet delivery formats, and designing an Accelerated Mid-range Programmer Certificate course. These initiatives were made possible through the success of the Accelerated Mainframe program.

Looking At Art: An Interactive, Multimedia Introduction To Art

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Since 1986 I have been convinced that technology would help solve the problem of providing both studio and art history students a coherent and thorough understanding of the Elements of Art—the visual vocabulary used by artists to convey their ideas to the viewer. I had been delivering a slide/lecture on this visual methodology, but it was always presented at the very beginning of the semester when many students new to the slide/lecture format were least prepared to absorb the information. Furthermore, they had limited means for reviewing, considering, or reflecting on the material throughout the semester. Though I developed a companion booklet as a printed reference, I was convinced that the engaging, dynamic, sensory experiences students should have with art demanded a more unique and individual approach.

Advances in multimedia technology, powerful authoring software, and Long Beach City College's commitment to computer-based instructional courseware finally have enabled me to produce a self-paced computer-driven program that is designed to demystify and teach this basic visual language of art to anyone who is interested. This instructional courseware and its accompanying text-based course materials can be used by anyone.

The *Looking at Art* multimedia program marks the beginning of my incorporation of computer-based materials into my introductory courses at Long Beach City College. It provides a consistent visual foundation for my art students, and gives unity and substance to our Art Department program. Although it is based upon sound methodologies of form and content, it is flexible and expandable, allowing students to manipulate the information to suit their own learning styles. Meaningful interactivity absorbs their attention with built-in computer practices The program is accompanied by a workbook that directs students to demonstrate their *comprehension* of the material presented in the program, challenges them show their *understanding* of the content, then elicits their *interpretation* through a variety of interesting activities.

The *Looking at Art* multimedia program is a logical and necessary extension of my slide/lecture and companion booklet, for it incorporates visual, audio and text-based information that can be accessed individually or in group situations. For the first time students can deliberate in groups practicing the application of the form and content method through workbook exercises. These planned individual and group activities have become a hands-on alternative to the passive learning of the slide/lecture format.

The program's potential for expanding, changing and altering its content allows it to suit the needs of other colleges. In addition, I have broken the instructional courseware into modules, each of which can be accessed from anywhere throughout the program. These modules provide depth and breadth to the study of the art elements, but can be alternative launching points that use art as a cultural signifier.

As a one-on-one teaching aid, it can be used for enrichment in a variety of courses including world history, literature, and political science. The stand-alone nature of *Looking at Art* also makes it potentially useful for museum education departments and community centers as well. There are a multitude of ways to use the content provided in the program, and the module format allows it to be adapted to a variety of teaching subjects and styles.

Looking at Art was presented at the League for Innovation as an example of the general effort to integrate multimedia courseware in LBCC curricula. The LBCC Multimedia Design Specialist who demonstrated its modules received enthusiastic responses and was approached by various institutions keenly interested in adopting the courseware. In this presentation, the audience, which included professors of various disciplines, recognized the program's adaptability and realized how they could customize the program to fit their class needs. What was most gratifying was their awareness of the program's format as a potential teaching tool, even though they were not involved in its development.

Long Beach City College is putting forth a concentrated effort to encourage the development of computer-based instructional courseware. *Looking at Art* has been used to stimulate interest in multimedia as a valued teaching tool, and a growing number of instructors have used the program as an incentive to begin creating their own courseware. The program was used as an example because of its unique design, and the creative and motivational strategies that were built in. In a Flex Day presentation the program was used to introduce non-linear teaching methodologies and assuage professors who are not comfortable with those methods. An alternative result of the demonstration was that many faculty members expressed their desire to use the self-paced program to satisfy their personal curiosity and strengthen their art appreciation..

Studio students experiencing the *Looking at Art* program reported better communication with their studio art instructors because they could coherently explain their intentions, contribute to a work's analysis, and make meaningful compositional decisions. Art history students used the program and accompanying workbook to develop a more discerning eye for the analysis of artworks, practice art vocabulary, recognize stylistic characteristics of artists and art styles, and identify significant cultural context factors which influenced works of art. Through the workbook's interpretation assignments, they found ways in which they could bring out their own creativity and make their art learning part of everyday life.

The *Looking at Art* program is based upon an already successful print version of the program's text. Seven years of student use and feedback are indicators of its value. But after teaching this class for 25 years, upon presenting this multimedia program I was able to see marked improvement in student responses, both oral and written. Their enthusiasm and motivation went up and their attention was better focused. They expressed their satisfaction with the ability to freely explore the program's content, and felt comfortable knowing they could consult the program any time they needed to access its information.

The enthusiastic response to *Looking at Art* from all constituencies of the college has been more than gratifying. It has proven the immense value of multimedia as a learning tool, spreading interest in art far beyond the limitations of my slide/lectures.

Personalized Curriculum Institute

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The Personalized Curriculum Institute (PCI) began in 1990 as a pilot project called Academic Storm. The project was designed to address the growing number of students seeking admission into the College but scoring below the 9th grade minimum entrance requirement for reading and mathematics. There was a need to identify an instructional technology that could rapidly remediate student academic deficiencies in math, reading and writing. The pilot implemented the Morningside Model of Generative Instruction. This model fosters analytical reasoning skills and increases student's academic achievement. The results were successful and in the summer of 1991, the Personalized Curriculum Institute was established.

Most students enter PCI because of low College Board test scores. Students prefer PCI because it allows them to enter the College's credit program after one to two semesters. Otherwise, students are required to take two to three years of remedial (non-credit) courses. For example, in the Fall of 1997, of the sixty-three students completing the PCI writing classes, 57% were placed into college level English classes.

Students completing PCI writing classes	63
Students placing into credit classes	36
Percentage of students placed into college level classes	57%

Further, early data indicate that PCI students are finding success in the college credit program with 76% still in college after one year with a 2.4 GPA. Each PCI session includes up to 25 students. These students are involved in intensive instructional interaction with a curriculum educator and coach. Approximately, 700 students attend the PCI each year. Students that adhere to the curriculum can expect to rapidly gain the skills necessary to succeed in college credit courses at Malcolm X or any other college.

Access to Technology

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The Access to Technology project was developed at Merced College by the Office of Instruction in consultation with several faculty members and the Director of the Learning Resources Center. The Dean of Instruction, Michael Cuchna, was the lead administrator on the project. Access to Technology was designed to meet two institutional needs: a) the need to have adequate computers in as many faculty offices as possible; and b) the need to explore the use of new technologies, particularly multi-media, in teaching and learning. The plan involved the development of an RFP process, the expenditure of new funding, and the development of a training process for faculty.

A Request for Proposal was sent to every full-time faculty member. The RFP asked for the following information:

1. a description of the proposed project including identifying the product(s) that would result;
2. a description of activities to be conducted and a timeline;
3. an indication of the application software needed;
4. an indication of the training required by the faculty member and a statement indicating that the faculty member would undertake the training;
5. a statement of the faculty member's need for computer equipment to complete the project;
6. an explanation of how the project would be evaluated; and
7. a written assurance that the faculty member understood that the system provided through Access to Technology would have to be returned for use by other faculty if the project was not completed by a specified date.

A committee consisting of representatives of faculty, the Learning Resources Center, and the Office of Instruction was formed to review proposals and award a set number of computer systems, generally 14 for each round of RFPs. Faculty used this RFP to apply for new or upgraded computer equipment to develop computer generated materials, multi-media programs, or Web materials for use in instruction. They could use any software package they preferred to develop their final product, typically PowerPoint, Authorware, or Netscape.

The funds for Access to Technology were taken from one-time funds, as well as ongoing funds that were designated for improving technology on campus. The basic training program was developed by Dean Cuchna. It included segments from every range of technological ability, beginning with how to get a computer out of the box, and ending with INTERNET searching and using a local area network. The training took 20 hours and was scheduled for late afternoons. Trainers came from the college's staff, including division secretaries, faculty, audio-visual technicians, the Dean of Instruction, and the LRC Director. They were compensated with overtime pay or adjunct faculty compensation, whatever was appropriate. Faculty members who were to receive computers through the project either had to demonstrate competency in the applications taught or complete the training. Following the award of the proposal and the completion of the training process, computers were delivered to the faculty member. In addition to the scheduled training, faculty members had access to the Technology Resource Center, staffed by a full-time technician whose principal responsibility is to provide multi-media instruction training to faculty. This center was developed and staffed through Title III funding and was created by converting an old and unused radio station turned storage area into a small, efficient training area equipped with various kinds of multi-media production equipment.

Access to Technology enabled the college to get computers into the hands of instructors who were motivated to integrate computer technology into their curriculum and to use new technologies in their classrooms. As part of the agreement, each instructor committed to presenting his or her product to the evaluation committee and interested faculty and staff. These presentations have been instructional and inspirational to other faculty.

The results have been significant. The Office of Instruction has received 61 proposals. Forty-three computers have been awarded to date through three rounds of this process. A small sampling of educational projects completed by Merced College faculty include: 1) a fitness through basketball program; 2) multimedia Authorware for California History; 3) CD orientation for reading lab; 4) PowerPoint orientation for both fitness and strength labs; 5) multi-media photo tectonics for geography class; 7) orientations for nursing programs; and 8) Web page for student clubs.

Merced College will continue to provide Access to Technology in an ongoing effort to get faculty involved in the use of new technologies in instruction through a process that both encourages them through the incentives of equipment and training and holds them accountable for the additional resources made available to them. This program has generated much discussion among faculty and has helped to improve our campus climate by rejuvenating instructors and getting them excited about new ideas in instruction.

International Business Practice Firms

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In a busy, modern office a sales manager negotiates price and delivery with a Danish counterpart using e-mail and desktop interactive video technology, while the sales team prepares a product presentation for an Austrian firm later that day. Corporate America? No. These business students at Mercer County Community College are learning to conduct business through the International Business Practice Firm (IBPF). As the first community college to develop an IBPF, Mercer employee a combination of powerful instructional tools (technology, simulation, internships and international student exchange) to create a student-centered, team-operated learning laboratory.

Mercer County Community College has led the development of an international consortium for the purpose of implementing a new concept for international business training and education—the practice firm, a high tech simulated business. During the past 30 years, simulated businesses have evolved into a practical vehicle for interdisciplinary instruction and for in-school work experience in Europe. They have fostered the development of school-to-work skills and the practical application of academic and occupational knowledge. Currently, more than 1,500 simulated businesses in 20 countries are part of the international practice firm model. However, until the creation of our consortium, there did not exist American partners to develop this educational tool for American higher education.

Our consortium is composed of educational institutions from New Jersey, New York, Denmark, Scotland, Northern Ireland, The Republic of Ireland, and Austria. Each college in the consortium has developed a simulated firm for business training and education. These simulated firms constitute a practice firm network. The consortium's approach to internationalizing the business curriculum is a radical departure from the traditional American model of adding modules or lessons of international business in traditional courses, and it provides our students the unique opportunity to have practical experience in actual management of a business and *trading in the international market using state of* the art technology.

A practice firm is a company set up by students with the assistance of teachers to simulate commercial activities. A local business, with international activities provides the model, real-life data and consultation with its IBPF twin. At Mercer, Johnson and Johnson has provided the IBPF a new product line upon which to focus its business skills.

Practice firms function like "real" businesses—the only difference is that they cooperate with other practice firms in the US and EU in a closed network. Instead of case studies and role playing, the practice firm conducts "real business" with other practice firms. Each practice firm purchases, produces and sells a specific range of goods in a fictitious market, with customers who are participants in the network.

As contacts are established outside the network with other practice firms all over Europe, the employees also handle exportation and importation of goods (i.e. customs, freight, taxes, etc.).

Students are exposed to US business environments through frequent visits to businesses and participation by business leaders in the activities of the practice firm. Annually, students have the opportunity to have international exchange visits with their EU counterparts. There, they work with the IBPF and tour companies in that country. International students who come to the US enjoy the same type of experiences.

The educational outcomes of the practice firm:

- put "theory" into "practice"
- reinforce "real world" US business practices and procedures
- develop critical thinking skills and problem solving through the decision-making process
- foster team work skills
- develop interpersonal and human relations skills
- develop international cultural awareness
- advance the use of technology
- increase motivation for learning
- provide a secure environment for students to experience real events in the business environment while allowing them to make mistakes and to learn from these mistakes.

Mercer County Community College is developing plans to replicate this model by providing US community colleges with an opportunity to receive training in the development and operation of an IBPF. The goal is a national community college network of practice firms and expanded connections with the growing networks of practice firms around the world.

European Technology & Business Exploration

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For the first time, in the state of Texas, non-academic students have been approved to travel and study abroad for credit. In May of 1998, Montgomery College computer science and management students will participate in an overseas field experience involving meetings with top management personnel of businesses operating within England, France, Germany and The Netherlands. Discussions will center on the business, economic, cultural social, legal and technological constraints challenging US based organizations operating in Europe serving either their host country's citizens, U.S. privileged citizens living in the host country, or both. Several companies will be visited; but one company, IBM, will be highlighted. Students will visit IBM in the states prior to departing and during the expedition will visit their operations based in various European locations. This will allow students the unique hands-on opportunity to compare and contrast organizational issues facing this U.S. based multinational company in various European locations. Students will also take pictures and video throughout the trip and each evening will post these images and videos, including commentary, to Montgomery College's web site so that others may explore along with the group.

Not only will this course chart new grounds for Technical majors but it is a cross-discipline offering between the fields of Computer Science and Management. Montgomery College faculty accompanying the students to Europe and providing the instructional basis of the course will be: Mr. Gordon Carruth associate professor of computer science, and Dr. Marybeth Kardatzke assistant professor of management. Mr. Carruth provided the initiative to undertake this expedition and the dedication to making it all possible. He has spent months planning the expedition and continues to converse with the companies in Europe regarding the desired learning experiences.

Both instructors are working together to create a Journal of International Experiences to guide the students in their learning experience. The journals will provide guides for: a) overviews of lectures, b) company backgrounds, c) topics to be addressed at each company visit—with room for note taking and the recording of additional questions, d) technological differences to look for and contrast with our own and other European countries, e) cultural differences to look for and contrast with our own and other European countries—both professional and day-to-day living experiences, and f) a place to insert maps, company leaflets, pictures, souvenirs, foreign currency, etc. The journal will be used by the students in completing their final course requirement of preparing a paper detailing how cultural differences affect technology and the operations of American businesses within Europe. The paper will be due several weeks after returning to the United States.

The learning outcomes for this course include:

- Begin to understand how technology and management practices are affected by cultural differences geographic location, economics, social issues, and legal issues.

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- Develop an understanding of how one organization maintains operations in more than one country.
- Develop an appreciation for how people in different countries perform day to day functions such as dining, shopping, entertainment, and traveling utilizing public and private transportation (car, bus, subway, train, boat) and how each of these is influenced by the geographic and demographic climate.
- Begin to develop a cultural awareness and understanding of Europeans and European business practices.
- Develop and cultivate human relations skills in dealing with individuals from diverse cultures.
- Develop an appreciation and a value of the uniqueness and differences in people. Experience first-hand how to cope with culture shock.
- Determine how European and American cultural values affect perceptions and communications.
- Determine and reevaluate commonly held over-generalized assumptions about Europeans to create the groundwork for more synergistic relationships between Americans and Europeans.
- Determine the return on organizational investment in cross-cultural preparation and continuing support services.
- Determine how to locate relevant cultural information when developing a cross-cultural training program.
- Develop and cultivate human relations skills in dealing with individuals from diverse cultures.
- Identify examples of the strategies and tactics used by some of the world's most successful multinational businesses and organizations to excel in the global marketplace.
- Form your own opinion on the various approaches to achieving international and cross-cultural business success.
- Determine how both national and international protocol facilitates human performance and cooperation.
- Determine how European and American cultural values affect perceptions and communications.
- Determine, analyze and contrast business constraints facing American executives working within Europe.

Building Scientists and Teachers

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Mountain View College has a long history of offering student-friendly science courses. As pioneers in self-paced learning and computer instruction, Mountain View's science faculty have built course offerings which meet the scheduling needs of today's students. The college also offers courses designated for both science majors and non-majors. The most recent innovation in the sciences at Mountain View College is found in a physical science course which takes non-majors back to the basics.

The physical science course satisfies lab science requirements for students who are not science majors, and it is one of the courses recommended for students who plan to become elementary school teachers. As the need for teachers in the

Dallas area has increased, the number of students expressing an interest in teaching as a career has increased. Once a popular course, physical science had lost its place in the roster of regularly scheduled offerings. Students who were needing this course for their major in Elementary Education or returning students who were needing the course for elementary education certification were being referred to a sister college in the Dallas County Community College District or to a neighboring university.

Out of the desire to meet the increasing community need for teachers, as well as the obligation to provide students as many offerings in their degree plans as possible, the decision was made to revisit this course. Recognizing, as does the National Science Foundation, that elementary school science teachers are primarily responsible for recruiting the next generation of scientists, Professor Bill McLoda approached this course revision with the fundamental objective of passing on his passion for science.

Too often, students do not like science because it has been taught as a collection of facts to be memorized. The laboratory procedures are often "cookbook," requiring students to fill in the blanks with all the right answers. Very little investigation is done, so very little is really learned. Current educational research indicates that students learn best by doing, and cooperative and collaborative learning approaches best engage students in the active process of learning. The primary purpose of this course would be for students to learn that science is the search for truth in the physical world and not a collection of facts that someone else discovered.

In the physical science course at Mountain View College, students are actively involved with the "things" of science, the equipment, gadgets, demonstrations, and materials that can be used by teachers in their classes to demonstrate and teach scientific principles. As students are introduced to scientific theories, they select the projects on which they will work. A partial list of projects students might build includes electric coils, magnetic field demonstrator, Galvanometer, tuning fork, parallax apparatus, barometer, laser, repulsion coil, telescope, and Van de Graaff generator.

A small grant was sought from the Dallas County College District Innovation Fund to purchase materials which could be used to build various projects. The initial estimate was that each student would need access to and use of approximately $100 worth of materials. The projects students built in the class would be theirs to keep, later to take into the classroom to use with their own students. After the first semester of materials purchases, when vendors learned how the materials were to be used, many began to donate the supplies. Ongoing funding for the project has involved very little cost.

In the lecture portion of the course, students were introduced to the course subject matter. They were presented with principles and theories of physical science. During the lab portion of the course, however, students were presented with various projects on which they could choose to work. They worked collectively as well as individually. At the conclusion of each unit, students were expected to demonstrate their experiment. They were required to explain the theory and to report on their successes as well as their failures. The reports necessitated that they not only understand the principles but also that they be able to speak the language of science. In addition to demonstrating, students were required to write explanations of how each project was built and how it worked. Material lists and procedure explanations had to be well written and precise so that others wishing to work on a similar project would have a well prepared guide. The better the guides were written, the easier it was for others to make innovations and improvements on the original project. Over the course of the semester, the students had worked on a variety of projects, but a student's final project was an individual one. Students had learned to use their own creativity, actualized though the use of a variety of common hand tools and simple materials.

The success of the course was measured in student outcomes. Students completed the course at a higher rate than in earlier years and reported greater satisfaction with their learning. Students who previously had dropped other science courses reported that, for the first time, they felt "involved" with science. Even students who had no plans to teach formally reported that they were using their experiments to entertain the children in their families. The instructor reported that, over the course of the semester, students went from asking, "OK, what do I do?" to saying, "Let's see now. If I do this, then this will happen. That should work." The critical thinking outcomes for the course had been achieved!

At the same time that students began requesting this course, a new elementary school opened across the street from Mountain View College. Mountain View students routinely volunteer at this school as part of service learning projects. These science students have something extra to bring to their volunteer experiences, and science teachers at the school are expressing interest in the course. Students who entered the course merely to fulfill a portion of their science requirements are now spreading the word to others that science has practical applications too.

Special Program for Living

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Community Services at Nassau Community College has broken new ground with its involvement in brand new Special Program For Living classes. Special Program For Living is designed for developmentally disabled adults who have completed a secondary education. All courses are learning experiences and do not accrue college credit. This area is virtually untapped in the community colleges in our region, but is sorely in need, as there is little available to this population in terms of academic experiences after high school graduation.

The aim of this program is to support and to continue the learning experience while enabling these adults to reach their full potential. Nassau Community College is eager to take an active role in developing programs that would allow them to maintain a viable role in the community.

Although in its infancy, the program has proved quite successful, with the Fall semester classes having run at full capacity. Typically, participants have been in their late-to-early twenties, but Spring registration has brought participants of widely varying ages.

In response to community interest, course offerings have doubled for the Spring semester, with topics in mathematics, tai chi, current events, and Sign Language. The Fall semester offered a health course and a creative technology course.

The program is open to all twenty-one-year-old-and-over developmentally disabled adults with few restrictions. Basic expectations for the students include completion of a secondary education, no behavioral problems which would disrupt the class, and no medical conditions which would require medication to be administered during class.

Future plans include making use of the computer labs, the physical education complex, and the Hotel Restaurant Technology facilities. The growth and success of this program is inevitable. The number of participants to date registered for the Spring semester has doubled from the Fall, with the deadline still weeks away. Three out of four classes are filled, with talk of the next semester underway!

Community Services at Nassau Community College is pleased and proud to provide developmentally disabled adults with the opportunity to experience college in this special way.

President's Scholars

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As an "exemplary initiative program" the President's Scholars Program is designed to enrich, challenge, and foster an increasing sense of responsibility, intellectual development and community involvement for participating students. The Scholar's program was developed to encourage and enable students with high scholastic achievement to experience unique enrichment opportunities and greater academic challenges. The program is based around the Honor's Colloquium class, which is a theme-based, cross-curriculum course.

Each year the coordinator of the program develops a new theme, provides all relevant academic materials, teaches the course, and coordinates all related activities, including day and weekend trips to plays, museums, science centers, national parks, architectural and anthropological sites, and other places of local cultural and historical interest. For example, in the past two years students have visited Kitt Peak, Biosphere2, the San Diego Zoo, Chaco Canyon, and Grand Canyon, as part of the Scholar's agenda. Additionally, the scholars have also attended several theatrical productions, including: Shakespeare's *Macbeth*, Arthur Miller's *All My Sons*, *The Magic Flute*, and two Broadway productions, *The Beauty and the Beast* and *The King and I.*

Also, prior to each production or activity students either read related material or another member of the NPC faculty or guest lecturer is invited to speak to the class regarding a topic related to the activity, and more often than not students both read material and listen to a lecture. All reading material and lectures are components of the theme-based curriculum and as such they serve as a basis for class discussion and orientation. One example of a guest speaker is Arizona Highways writer Janet Farnsworth, who spoke to the class about her experiences writing about Arizona's historical and cultural past.

Some of the themes for the President's Scholars academic year 1997-1998 are: Science and Technology; Cultural Contrasts; Leadership in the Marketplace; Rights and Responsibilities. To address the theme of Science and Technology, for example, the class visited Kitt Peak and the Flandrau Science Center. The corresponding reading included Carl Sagan's "The Shores of the Cosmic Ocean," Isaac Asimov's, "The Nature of Science," and Stephen W. Hawking's "Our Picture of the Universe." These essays provided the material for class discussion and a context for understanding the sites visited. This Spring semester in order to fulfill the agenda vis-a-vis Cultural Contrasts, students will read Willa Cather's classic novel *Death Comes for the Archbishop* and spend a weekend visiting Acoma Pueblo and other Southwest historical sites.

Again, these themes and related materials are provided to give some very special students a deeper insight into their culture, their history and themselves. This comprehensive program is provided for these students because the college believes that the most successful people in life are those who develop intellectual, leadership and interpersonal skills, and who gain a deeper insight into the complexities of culture and society.

This very challenging and rewarding program has grown considerably over the last four years and has the potential for even more growth. It has provided opportunity, recognition, and reinforcement for many outstanding students, and has also provided special economic incentives so that these students will be motivated and encouraged to pursue their academic goals.

O.P.E.N. Learning Using an Administrative Computer Management System

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O.P.E.N. Learning is an open-entry/open-exit computer-mediated instruction system which is supported by a computerized instructional management system and an extensive learning team. Options for Performance-based Education Now, OPEN, describes the philosophy underlying this time-sensitive, competency-based approach to the learning environment. This learning model responds to the increasingly complex and diverse student population that has become the norm in community college enrollments. The project initiative was to develop a software system that would manage student learning progress and provide data for administrative functions within the college. The project included design of course syllabus, OPEN process, policies, and preparation of the student for success.

The OPEN format allows students to register and actually start their courses any time during the semester. Course completion is a negotiable date. It also allows courses with periodically or chronically low enrollments to be offered virtually any time, eliminating the frustration of canceled classes. Students may access their courses weekdays from 8:00 a.m. to 10:00 p.m. and a total of 15 hours on weekends. The instructional format uses self-paced, computer inter-active learning packages. Although a self-paced course package concept is not new, past attempts to offer self-paced learning not bound by a school calendar have met with instructor and institutional frustration. The AIM (Advanced Instructional Management) system meets the challenge of record keeping frustrations. AIM's software tracks student progress and reports the percentage of course completion each time the student enters the instructional system. The system provides regular, timely feedback to students of their progress and allows them to monitor their learning process.

In addition to tracking each student's time on-task and the percent completed, the system also serves as a grade book for the instructor. The student is alerted if progress falls below the date and/or modular parameters contracted in a learning agreement. Instructors can intervene quickly by computer message, letter, or phone call. AIM also validates institutional data for the following administrative functions: course withdrawal or refunds in the Registrar's office, student financial aid payments in the Financial Aid office, course enrollment counts for state aid, and audit functions in the office of Educational Services.

A learning agreement is signed by all students for each OPEN course before they can begin the course work. This contract is explained during an orientation session required for all students entering the OPEN system for the first time. To accommodate group or individual sessions, a self-contained PowerPoint presentation is used to deliver the orientation information. The objectives of the orientation are to explain the workings of the OPEN system and the policies that serve it; describe success strategies for goal setting and time management; introduce the instructors and the course syllabus; determine the dates for the learning agreement; and provide practice in using the AIM system. Goleman's research on emotional intelligence is used as the basis of the orientation presentation as a means of addressing the course completion problems encountered in many self-paced instruction formats. Students use daily, weekly, and six-month calendars to identify their time commitments to other courses, jobs, family, travel, vacations, etc. They are instructed to use a matrix chart showing the number of hours needed for course completion based on credit designation and study time estimates. Using this guide and the calendar worksheets, the student determines his/her individual course start date, completion date, and estimated weekly hours that must be committed for the course.

The lead instructor serves as course designer, evaluator of student work, coach for learning, and team manager for other instructors assigned to the OPEN courses. Together, instructors provide forty hours per week of instructor resource time. Another 40 hours of student assistance is provided by "learning coaches" who have qualifications similar to a paraprofessional, or adjunct faculty member. Eighty hours of learning-assisted access is available each week.

The OPEN learning environment was created from an existing wing of the college library and renamed the Center for Learning. Fifty computers are available for students to do library research, Internet research, word processing, class assignments by intranet, remedial study using computer-aided instruction, personal e-mail, and the non-traditional OPEN course work. Students working on OPEN courses are easily identified by use of an inexpensive brightly colored placard placed on the top of their computer station. This symbol allows the instructors to approach these students to coach and offer instruction; and it allows the students to identify fellow OPEN learners and establish a supportive learning community.

There are currently seven courses available through the OPEN system, all of which are skill-based courses in a commercially available interactive computer format which is user-friendly and includes a text and learning activities. Courses include word processing, keyboarding, Windows 95, and Excel. Several more instructional packages are being developed in areas such as statistics, medical transcription, computer literacy, technical writing, and marketing.

Students have given the OPEN Learning course rave reviews. Most noted that the course was attractive to them was because of their complicated life styles. One measure of learners' need for such options is their enrollment. During the first semester, enrollments in OPEN courses surpassed enrollment in equivalent traditional courses by 160%. In the second semester, enrollments were 380% of traditional with 269 enrollments. The courses were carefully monitored using a variety of assessment methods. In an end-of-semester questionnaire, students rated all aspects of the courses from 4.0-4.9 on a 5.0 scale on questions concerning learning gain, flexibility, help from staff, learning materials, feedback from instructor, Center hours, and motivation levels.

This project is being managed by a multi-disciplinary team that includes faculty members in business, electronics, health, communications, and the Center for Learning; and a community representative for the State of Michigan's JobNet, the region's one-stop national demonstration career center. The curriculum and supporting materials will be available on a Web site in the spring of 1998.

Weekend Business Institute

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Palm Beach Community College's Central Campus was reorganized in August 1997. As a result of this, the Business and Computer Science Departments were moved to the Division of Science and Engineering, with Alex Kajstura as a Division Chair.

Under new leadership, an analysis of needs and opportunities has been carried out based on an input from business and industry, as well as current and prospective students. Recognizing untapped potential, Dr. Kajstura proposed, designed and implemented the Weekend Business Institute (WBI), enlisting in the process support and cooperation of Business faculty, the Provost's office, Enrollment Management Center, Admissions Office, and College Relations and Marketing office.

The basic premise of this initiative was to provide new alternative educational opportunities to working professionals in Palm Beach County—a home to one million people and experiencing a very dynamic growth trend.

The following design assumptions were formulated for the Weekend Business Institute (WBI):

1. Students move through the entire program as a cohort, developing great interaction, team work skills, and group dynamics.
2. Schedule of classes for the entire program has to be structured and laid out in two years in advance, in order for prospective students to have a degree plan, and clear understanding of what classes are offered at what time.
3. All classes are offered Friday night and all day Saturday. Students take two courses each term, which is seven weekends long.
4. Intake/advisement/enrollment process has to be individualized and personalized.

The following degree programs have been scheduled for the WBI:

- Business Administration and Management (A.S. degree)
- Business Administration (A.A. degree)
- Accounting Technology (A.S. degree)

As a result of this approach, student retention and graduation rate are expected to be higher than those of traditional students. In order to maximize future educational opportunities for all graduates of WBI, including A.S. degrees, PBCC worked out articulation agreements making all programs transferrable into public and/or private universities.

Additionally, this cohort approach to student enrollment is expected to be very responsive to new demands on A.S. degree funding in Florida, where new formula ties state funding closely to program completion (graduation) and job placement, as opposed to funding based on FTE.

The first cohorts for all three programs started classes last January, with the total enrollment of 92 students.

Current outcomes of this initiative:

1. Increased enrollment in business programs/ course by 20% after only one term of WBI. Since a new cohort will be started twice a year, an overall 35% enrollment increase is expected.
2. Increase of declared majors in programs offered by WBI.
3. Increase of overall weekend enrollment at PBCC by 60%.
4. Improved utilization of college's facilities on weekends, in particular the Business Administration building and the new Technology Center.
5. Positive press: Palm Beach Post published two articles in the last three months.
6. Positive response and support from the business community of Palm Beach County.
7. Creation of new educational opportunities beyond these programs by developing new articulation agreements with private universities.

Finally, it should be noted that a Weekend Computer Institute has been developed following the success of WBI, and classes are expected to begin in August 1998, leading to A.S. degrees in four computer science programs and a computer drafting program.

The Integrated Studies Community

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The increasing number of underprepared students at Parkland College has challenged us to create more supportive learning environments responsive to their diverse and complex needs. Dissatisfaction with student completion rates in developmental courses created the impetus and the opportunity for the development of the Integrated Studies Communities.

Three Integrated Studies Communities, employing a research-based instructional design directly related to improvement of student achievement and persistence, provide three ports of entry and a continuum of support for underprepared students with different skill levels and varying degrees of social/psychological readiness for the major life transition demanded by college attendance. Integrated Studies Community I, an on-going program, is a grant-funded, non-credit, non-graded "Transition to College" course for the least skilled and most tentative student who needs to review basic skills and build confidence before enrolling in graded, college credit courses.

Integrated Studies Community II, being piloted this spring, and Integrated Studies Community III, planned for fall 1998, extend the learning community model of Integrated Studies Community I to underprepared, degree seeking students. Integrated Studies Community II and III are inter-disciplinary, inter-departmental efforts, each consisting of a team taught set of four packaged courses in which the same group of students are enrolled.

Description of Integrated Studies Community II: Eleven students. assessed between the 7.0 and 9.0 reading level, are currently enrolled in the Spring, 1998 pilot Integrated Studies Community II. A developmental English and reading course are integrated with two college level content courses: Introduction to Literature and Orientation to College. An English teacher, reading teacher and Orientation to College teacher collaboratively plan and team teach the four courses using methods based on active learning principles. The result is a holistic, integrated class structure and curriculum experienced with a consistent set of peers and faculty. Students apply newly learned skills immediately to challenging college material, make connections among disciplines and build relationships with other students and the faculty. Students observe the faculty team modeling cooperation and respectful discourse. In this setting faculty can more easily address non-cognitive barriers to learning during instruction. Faculty in an Integrated Studies Community also act as mentors which maximizes the quality and quantity of faculty-student interaction while making proactive advising and early intervention possible.

Adaptability of the Learning Community Model to other Colleges: As we plan the Fall 1998 Integrated Studies Community III pilot for underprepared students who assess between the 9.0 and 12.0 reading level, we are confirmed about which conditions are necessary for successful replication of the spring pilot. These conditions would be required and potentially available at any college wishing to explore the benefits of learning communities for underprepared students: 1) willing, enthusiastic faculty; 2) supportive administration; 3) cooperating department chairs; 4) shared commitment to serving underprepared students across departments; 5) an individual designated to coordinate scheduling, promotion and recruitment; and 6) an individual designated to implement an evaluation plan. Support and shared commitment take the concrete form of additional planning time for faculty as well as exceptions to placement policies and admissions procedures. We recognize that additional resources are required to implement this initiative so students will experience the greatest benefits.

Indications of Success: A comprehensive evaluation component is an integral part of the spring and fall pilots. The primary focus of the evaluation is the comparison of the students in the Integrated Studies Communities II and III with a matched sample of students taking the same courses but following a traditional schedule. Students following a traditional schedule do not have the benefit of participating in a community of learners with a community of scholars; they have a different teacher and a different set of peers for each course. In the traditional format content and skills are not integrated and no attempt is made to connect the themes and assignments among courses. A combination of standardized measures, observations, surveys, interviews, and existing data sources, e.g., course completion rates, will be used to examine academic performance, personal adjustment and persistence/retention of students. It is our experience that completion rates can be projected based on attendance patterns established by the sixth week of the semester. Faculty are projecting an 82% completion rate for Integrated Studies Community II students and a 72% completion rate for Integrated Studies Community I students. This is significantly higher than the average completion rate in developmental courses.

Conclusion: The establishment of Integrated Studies Communities at Parkland College is an exemplary initiative worthy of recognition because it changes the quality of the academic experience in ways which engage students and faculty in the co-construction of knowledge, foster connected teaching and learning, and build community.

Center for Teaching Excellence

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The Center for Teaching Excellence (CTE) was created in 1995 at Pueblo Community College to serve the professional development needs of full and part-time faculty, and classified staff on the main campus and at the branches The Center is staffed by one full-time development specialist and a work-study student. The CTE is located in the Academic Building on the second floor of the Library This unit reports to the Vice President for Educational Development. The facility features a state-of-the-art multimedia classroom with eight high-end computers and peripherals such as scanner. color printer, web server, local area network, digital camera, and CD-write drive. Services of the CTE are wide ranging. Credit courses cover computer technology and teaching improvement topics. The "Let's Talk Teaching" series, held weekly, allows faculty the opportunity to learn about and discuss innovative teaching strategies and to benefit from peer networking. The Faculty-to-Faculty Seminar series gives the instructors a chance to share their knowledge about teaching with colleagues across departments/divisions, and provides time for socializing. Another series called "Drop-In Computer Workshops" are offered several times each week and deal with all of the most current software programs available across campus. Annual half-day workshops are arranged for part-time faculty and the classified staff. In-service teaching enhancement workshops are presented to faculty in January, May and August of each year. This year, a comprehensive faculty mentoring program is being established. Individual consulting is available to faculty for the purpose of teaching improvement. The CTE does not have any connections with the evaluation process. Each client group has an advisory committee which gives direction and feedback to the Center. The Director is frequently involved in campus committees and collaborative grant writing.

Improving the Insitute through Continuous Quality Improvement Training

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One concern that all educators hear from the business community is the lack of basic employability skills in new hires. Savannah Technical Institute (STI) undertook an innovative approach to solving this problem by initiating a unique course which not only provides those skills but also gives students the opportunity to improve processes at the school. Management and Supervisory Development (MSD) 167, "Introduction to Continuous Quality Improvement," is a five credit elective which satisfies social science elective requirements. It provides intensive training in how to work in a team setting as well as how to improve processes. Students have a real audience for their learning and their ideas are applied in the real world. It was, in part, a response to an area study completed by the Savannah-Chatham Compact, an arm of the Chamber of Commerce. "Toward a Common Definition of Employability" outlines the entry level skills employers identify as essential in contemporary work places. Among these are Interpersonal Skills and System Analysis, the two skill areas on which MSD 167 is focused.

Students begin the course by completing a cover letter and resume, a "hands-on," real life project. The assignment is not theoretical; it must be authentic and ready to use in the real world. Next students take the Myers-Briggs Type Indicator, a world renowned personality inventory which helps to identify strengths and weaknesses in the individual. Based on their personality types, students are put into teams which have as much diversity as possible. This mix of types provides for more conflict and hence, learning, as the students move on to the next step. As a team, students practice good communication skills as they learn how to run an effective business meeting. They take turns in the roles of team leader, recorder, timekeeper and member. They learn to set agendas and complete assignments against tight deadlines, just as the real workplace requires.

Students determine their own curriculum topics as each team comes to consensus on a process at STI which they will study for improvement. Within the course guidelines and requirements, students determine the steps they must take to complete the improvement project. Some teams decide that they will need to survey students and/or staff, others may need to look at state reports or budget requests. Students collect data and determine root causes of the problems they have identified. Teams determine the most significant data and chart/graph the numbers in various formats. They decide on suggestions to improve the process and prepare a presentation to summarize their project. The audience for the presentations is real, not just the other students and the instructor. Faculty, administration and staff are invited to hear the research and suggestions for improvement. The President and his Steering Team attend. Many processes have been improved because the student's suggestions have been implemented. An additional benefit has been the open discourse the seminars facilitate between students and institute employees, particularly administration.

During this process, the initial "norming" stage of team development, where members are typically more formal and polite, disappears and the "storming" stage takes its place. Team members may experience a great deal of conflict and may have a difficult time reaching consensus. Tensions often run high and sometimes team members may even temporarily leave the team in frustration. The instructor's role during this time is delicate; too much interference will eliminate learning how to communicate and come to consensus under duress. If the instructor "fixes it," no learning can take place. At the same time, too little guidance may result in the team permanently stalling and becoming unable to move on to the next stages. In these stages, "conforming" and "performing", teams become efficient and effective, acknowledging, even respecting and appreciating their differences while still functioning as a whole. No team has failed to move past the conflicts.

This success can be attributed to the following process. After daily team meetings, the instructor, who is a trained team facilitator, leads each team through a process check, where each team member rates the meeting on such factors as participation, listening, on-taskness, results, shared leadership and fun. A run chart is kept for each rating, providing a record of the team's progress. The instructor gives feedback on the team process, providing insight into the interactions of the team members and how they helped or impeded the progress of the team. These process checks give the team direction and focus on what they are doing well and where they need to improve.

The last segment of the course prepares students for the interviewing process. Armed with their knowledge of Continuous Quality Improvement, personality type and communication, students are eager to move through their mock interviews. The last session is devoted to the Quality Circle, when students share their insights and receive a personalized Certificate of Quality which recognizes a particular strength they have exhibited.

"Introduction to Continuous Quality Improvement" practices what it preaches. Each quarter, students evaluate the course and instructor at least twice. Suggestions for the course have resulted in several improvements, including the production of a manual written and compiled by the instructor. Typical evaluations from students include comments such as "this course changed my life" or "everyone should take this course." With preparation for the workplace through this authentic learning experience, students will be better able to meet the challenges of the next century.

Introduction to Healthcare Delivery

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Allied Health 103 at Sinclair Community College was developed during the 1996 school year by a team of professionals within the different departments of the allied health division. It was begun as an initiative to better introduce the introductory student to the health care delivery system. With in this course we blend the diversity of the instructors with the acknowledgment of the diversity of the students who are taking this class. This course begins developing the unique idea that students within their chosen career will be working with all members of the health care field to develop cross-functional teams to provide efficient, safe, and effective patient care. The course is designed to have students from different allied health departments come together and learn about the health care practice and delivery while at the same time giving their unique ideas and views of their diverse career goals.

The class is a team taught presentation. The instructors are also from the different departments within the allied health technology programs. This lends itself not only to the blending of different career minded students but gives the students a unique mixture of different professional viewpoints. It also is an excellent example to the students of how cross functional teams can work together for the same objective.

The course design has a number of themes that are introduced at the beginning level and will be built upon as they go through their different technology divisions. Our curriculum looks at the health care delivery system which includes the history, economics, and medical/legal aspects of the health disciplines. We also teach about team skills and allow them to work as teams to solve different examples of problems of students and beginning problems within the health care area. Critical thinking and problem-solving strategies are introduces to help with the team skills. Along with this, personal behaviors, attitudes and values are also demonstrated and reinforced to provide the student with entry-level professionalism and to have them promote customer relation skills. Important to classes that deal with customers, we also teach ethics and multicultural concepts.

This is a unique class which not only delivers the information to the students but also demonstrates and reinforces the course objectives by our team teaching methods. This is a course that dares to be different in its blending of students and instructors alike!

Sinclair Law Enforcement Training Academy

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The Sinclair Law Enforcement Training Academy is a training facility for area law enforcement officers and those who wish to prepare themselves for a career in law enforcement. It operates under the supervision and authority of the Ohio Peace Officers Training Commission and as an integral component of the Criminal Justice Department of Sinclair Community College. The College grants eighteen credit hours toward an associate degree in Law Enforcement for completion of the Basic Police Training Academy.

The Academy functions independently from other criminal justice courses in that the curriculum, student admission, the performance and attendance standards, and timing of the course are all set by the state.

The Ohio Peace Officers Training Council requires that Basic Police cadets attend a total of 445 hours of training. This training focuses on the "nuts and bolts" necessary for law enforcement officers. Sinclair Law Enforcement Training Academy has historically amended the training to enhance its quality. During the past year, some unique training has been added to the program by Commanders Connie Garrison and John Smith.

Recognizing police officers as community leaders and ethical role models Commanders Garrison and Smith have developed a specialized training block to enhance leadership skills in the Basic Academy cadets. The training challenges the students to develop public speaking skills, build and lead teams, positively influence the agency, coworkers and the citizens they serve, create and implement both personal and agency mission statements, and identify and take action in situations where a leader must step forward. The motto of the training is "Leaders are like eagles, they don't flock, you find them one at a time.."

Throughout the training, students are presented with opportunities to perform beyond their previously accepted capabilities. In the communications blocks, they are presented with opportunities to make impromptu presentations with enthusiasm and speaking from the heart. The focus is on leadership roles, ethics and integrity. The students learn to explore their thoughts and feelings on these issues and to share these with their classmates in a positive, influential manner.

In teambuilding, the students develop characteristics of effective leaders. They are exposed to leadership and integrity theories from several disciplines, including Demming and Covey. The cadets work through practical exercises, designed to help them overcome fears that sometimes go hand in hand with leadership roles and learn to empower a group to take action.

To learn problem-solving, students face a number of physical challenges. These require efficient and effective communications, teamwork, leadership. decision making and delegation skills. In order to solve the "puzzles" presented to them, the students must develop a plan of action and then implement that action, using resources provided to them in the training. The challenges often require that the teammates trust one another for their physical safety, a situation that occurs frequently among law enforcement officers.

Throughout the training block on mission/vision statements, the students are urged to continuously ask themselves the questions "Where am I now, where am I going, and what will it take me to get there and how long?" They learn that true leaders have and nurture three golden characteristics: vision, a sense of self, and decision making (both popular and unpopular). The students are taught methods of developing mission statements and putting those mission statements into action in various aspects of their lives.

As opposed to ordinary peace officer training, which focuses on motor skills. technical knowledge and legal background, the twelve-hour leadership and ethics training block is designed to expand the students' sense of self. introduce them to their responsibility to the public. and facilitate their growth into leadership roles. All criminal justice texts state that police officers spend approximately 20% of their time dealing with actual criminal matters and 80% of their time dealing with non-criminal matters, including community relations, planning and implementing action in non-criminal areas, serving as models to the community and acting in leadership roles. Providing this training in the Basic Police Academy shifts the balance of training from purely technical skills, employed in only 20% of an officer's duties, to human relations skills which enrich not only an officer's career but his entire lifestyle.

The state training guidelines have changed little since the mid-1970's. We teach our students that "if you always do what you've always done, you'll always get what you've always got." Policing changes as society changes, and training must adapt to the changing demands on police officers. Sinclair Law Enforcement Training Academy is breaking new ground to provide our communities with officers who have the skills required for 21st century policing.

This program was implemented in stages in the Basic Police Academy. Several components were presented in three basic academies and evaluated by staff and approximately sixty students. Parts of the program have been observed by the Ohio Peace Officers Training Commission field agent. It is now fully implemented and has been presented in the last two academies as a mandatory part of the training. Evaluations are continuing, and new material is being introduced as it becomes available. The course is structured to be flexible to accommodate new training and learning methods, material, and student suggestions.

The training and student feedback are reflected in final graduation ceremonies. One cadet, chosen by the class for qualities of leadership and ethics, is recognized with a leadership award at academy graduation.

The cost of implementing this program is limited to standard salary for the trainers and approximately $100 per class of 30 students for materials. No special equipment or materials are necessary to teach this program.

The Collaborative Syllabus

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The collaborative syllabus is a new idea that allows students to take ownership of their class in a dynamic and innovative way. The teacher provides an example syllabus for students to use as a model. The teacher and students then collaborate together to develop, write, and execute the content, strategies, skills, and attitudes in a course of study. These areas are integrated for coherence and active learning.

Teacher and students function as a team in the classroom with true teaching collaboration that presupposes coordination and planning beforehand. Students select the content to be studied, the types of tests, classroom policies, grading scale, and skills to be learned. The teacher is not caught off guard in the selection of course content since the content is within the scope of the particular course. The collaborative syllabus empowers students to become self-regulated learners who are intrinsically motivated. Complaining about tests and course requirements disappear in that students are responsible for developing and writing the course syllabus.

The collaborative syllabus provides students autonomy, the desirability of exercising control over their classroom learning. Students brainstorm, plan, and implement together with the teacher. The focus is on creative and critical thinking in relation to pedagogical decision making.

The collaborative syllabus can be adopted in any college and at any level of learning. The philosophy of "teaching to tests" is replaced with dialogical teaching, critical thinking skills and attitudes, leadership skills, along with reading, listening, and writing skills.

Since using the collaborative syllabus my retention percentage has been better than 90%. Student grade point averages (GPA) have increased 7 to 12 points on a 100% scale for every student. In the first year of this innovation, one of my students placed first in the Nation's Research Paper Competition. In the second year, a student of mine placed second in the Nation's Research Paper Competition. This year, one of my students placed first in Florida's Research Paper Competition.

In the past three years, my students have been accepted at Johns Hopkins University, Yale University, Harvard University, Georgetown University, Emory University, The University of Toronto, Ohio State University, Florida State University, Miami University, and at the University of Florida. My students have told me that their success is attributed to the collaborative syllabus.

Facilitate On-Line Classes

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On his own recognizance and using every bit of his unscheduled time, Dr. George Coyne set up the necessary Web server and offered an Internet course (Modern Physics) in the absence of any specific directive or college support to do so. His tireless and heroic efforts to provide cross-platform computer training and encouragement to incorporate computer technology into the science curriculum have inspired other members of the East campus faculty to offer online courses.

In addition, he has provided unflagging effort toward the establishment of a uniform, effective, and creative online presence for the departments of the East campus. He has called and chaired numerous meetings for this purpose. His efforts are now bearing fruit as the departments begin to establish themselves on the Web.

His outstanding contributions to the computer network and infrastructure at the East campus has laid the groundwork for future growth and accomplishment in the area of online courses and a distinctive online Web presence for the East Campus of Valencia community College.

Western Civ in the Neighborhoods:
Wright College's Community-Based Great Books Program

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In fall of 1996, Professor Edward Mogul of Wright's Criminal Justice Program began an innovative Adult/Continuing Education program for area high school students and community residents centered around a number of works typically found in "Great Books" curricula at prestigious colleges and universities such as the University of Chicago, Columbia, and St. John's. He began the project by selecting Dostoyevsky's *Crime and Punishment* as the selected reading, arranging for four experts—a literary critic, a Russian culture analyst, a criminal justice professional, and a penologist—to present seminars on four consecutive Saturdays in October/November of 1996. In addition to advertising the program in the usual ways—mailable schedules, flyers, and posters—Professor Mogul recruited among honors writing classes at several area feeder high schools. More than 35 students enrolled for the first cycle of the program, and the College furnished each with promotional materials about the credit program. The high school student enrollees completed writing assignments in their high school classes based on the seminar lectures. The seminar sessions were also videotaped for use both in high school classes and as a resource in the College library. The final piece in this joint community service/recruiting activity was the appearance by Professor Mogul and the College Vice President at an honors banquet at one of the feeder high schools to honor those students (with a $50 honorarium) who wrote outstanding seminar essays.

The entire process was repeated, this time to an audience of 38 students (equally divided between high schoolers and community residents), during the Spring 1997 term and featured the three Theban plays of Sophocles *(Oedipus Rex, Antigone,* and *Oedipus at Colonus).* The activity was featured in local neighborhood newspapers and landed Professor Mogul an Illinois Arts Council grant for further videotaping and reimbursement of his volunteer instructors. Program participants in the Spring were again given materials on College programs along with registration packets, but the principal thrust of the effort was again to bring the great works of Western Civilization to a broad, multi-level audience of younger and older students to foster discussion of the eternal questions faced by humankind.

To provide interested students with a way to further develop their interest in the Great Books, should they elect to attend Wright's credit division, the College has just developed an Associate of Arts track of the Great Books curriculum that began formally in the Fall 1997 term with an offering of 9 specially-tagged "Great Books" courses—standard courses that utilize texts from the Encyclopedia Britannica's Great Books list for at least 50% of the course readings. Efforts to link the ongoing Adult/Continuing Ed seminar series with the credit division program are currently in the works. Meanwhile, Professor Mogul's continued hard work has produced a Fall 1997 Adult/Continuing Ed seminar for 34 people on Marcel Proust's writings, and he is currently arranging for presenters in the Spring 1998 term to discuss one or more of Virginia Woolf's novels. Videotapes of the Fall seminar are also being edited into a one-hour presentation for broadcast over the City Colleges of Chicago's PBS outlet, Channel 20, and sets of the previous year's tapes are currently being viewed in both the feeder high schools and the College's A-V Center.

Since its beginning, more than 100 community residents have taken the Great Books seminar in the Adult/Continuing Education division. More than 250 students are currently enrolled in Great Books credit classes. At least 80 credit students attended a Great Books Program-sponsored Greek drama outing in October, viewing the *Iphigenia* plays presented by the University of Chicago's Court Theater. A study at the end of the Spring 1998 term in the credit division will see how many Great Books credit students began their study in the Adult/Continuing Ed program. Whatever the results, student and faculty enthusiasm for both projects demonstrate a place exists for the seminal writings in Western Civilization on the Northwest Side of Chicago.

SECTION II

EXEMPLARY INITIATIVES IN THE USE OF TECHNOLOGY

PROGRAM AWARD WINNER

Multi-Modal Distance Education: An Improved Pedagogy

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Description of the Course: In the Connecting Teachers and Technology grant application that ultimately resulted in the development of what we believe is an evolutionary distance learning pedagogy, we proposed the development of "an English Composition I course which utilizes multiple technologies and which can be delivered via multiple distance learning delivery systems." Our intent was to develop a video series for delivery via television, a series of supplemental videos and multimedia presentations for use in the traditional classroom and in classes taught via video conference, and a stand-alone on-line class. We entered the project fully aware of the strengths and weaknesses of each of the three distance learning delivery systems with which we would be working. We were, in fact, already using a variety of technologies to enhance communication in distance learning courses. But we had not considered using a combination of distance learning delivery systems to deliver primary course content, nor imagined the unexpected benefits students would derive from such a combination.

We soon realized that by combining the traditional video telecourse (which is well suited for the delivery of large quantities of information and for demonstration, but is not at all interactive) with on-line instruction and the communications technologies we already employed in distance learning courses, we could create a highly effective distance learning pedagogy. For each video episode, we created a corollary on-line lesson with both duplicate and supplemental content, as well as interactive components not possible in a course delivered exclusively on video. For example, each online lesson includes a narrated multimedia presentation. These multimedia presentations cover a broad range of topics relevant to the content of the course and are also available for use in the traditional classroom, as well as in courses taught via other distance learning systems. Students enrolled in any class at Darton College may access these online resources at any time; interdisciplinary use of the materials is encouraged. For example, a student taking a history class might find the persuasive tactics discussed in an online English 101 lesson useful as she prepares a term paper. Similarly, a student enrolled in a traditional on-campus English 101 class might find the opportunity for asynchronous review results in a more thorough understanding of the subject matter.

The built-in redundancy of the duplicate content and the multi-modal approach to content delivery ensure students enrolled in the course have ample opportunity to master each lesson and provide for students with varying learning styles. Although the video and on-line versions of the course are complete in and

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of themselves, with the full course content and all assignments available from both formats, it is the combination of these technologies that represents what we believe is an evolutionary step in the delivery of instruction via electronic media.

To complete this evolution, we are currently developing a CD-ROM-based version of the course that will include complete copies of the course's Internet-based and video components, as well as copies of all multimedia resources developed to support the course. This courseware will be distributed to students enrolling in the video and on-line version of the course, thus allowing students who live outside the college cable channel's viewing area or who lack Internet access to receive the best possible combination of instruction. The same courseware will also serve as a selfpaced tutorial for students enrolled in on-campus sections of English Composition I and will allow the efficient dissemination of our model course to interested institutions across the country. The distribution of CD-ROM-based courseware is, after all, much more cost-effective than mailing 26 videocassette tapes; students are sure to appreciate the handy packaging of a CD-ROM.

Mechanisms to Ensure Student Learning: Darton College uses a wide variety of supporting technologies to enhance communication and ensure student learning in its model course, including e-mail correspondence, listserves, Internet chat and conferencing, telephones, facsimile machines, and postal mail. Instructors are also required to maintain electronic office hours, during which they are available to distance learning students via Internet chat. In addition, the Mock Regents Test, a University System of Georgia requirement, serves as a standardized exit exam for all of the college's English Composition I students.

Qualifications and Requirements to Ensure Appropriate Faculty Outcomes: To ensure faculty are equipped to develop, teach, and maintain their online courses, faculty who wish to develop Internet-based courses are required to receive training which is provided as a component of our Distance Learning Faculty Development Program. Similar workshops are available to all faculty members who wish to use components of the model course in their classes. To support institutions adopting Darton's model course, the college will provide orientation sessions as needed via two-way, interactive audio-video conferencing. Arrangements for more in-depth on-site training can be made if necessary.

Maintaining the Course: Maintenance of the on-line component of the model course is on-going. Web-based chat rooms and forums are updated weekly. New syllabi and updated assignment schedules are posted quarterly. We anticipate major revisions to the course every 3 to 5 years. In the process, those instructors showing an interest will have the opportunity to perform as much "hands-on" work with the technology as they wish.

Potential for Adaptability and Adoptability: Because English Composition I is a required course at institutions across the country, the adoption of this course by other institutions could potentially benefit a tremendous number of students. Because the course is designed for asynchronous delivery, is time and place independent, we believe it will be especially beneficial in serving high school students eligible for joint enrollment programs, students enrolled in joint programs with technical institutes, members of the military, and other non-traditional students who are quickly becoming a majority clientele. Since the value of using multiple technologies to deliver a single course is not limited to any particular discipline, Darton's English Composition I course will also serve as a model upon which similar modifications to other courses can be based. We are looking forward to further innovations as we apply this exciting new pedagogy to courses in varied disciplines.

HONORABLE MENTION

Evolution of Microbes & Humans: an Interactive Distance Learning Science Course with a Lab

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In response to the Illinois Articulation Initiative request for creation of new General Education Biology courses with a lab, Biology 135, *Evolution of Microbes and Humans* was created. This course takes advantage of the students' natural curiosity about death, disease and famine to teach basic concepts in Biology. In Biology 135 Epidemic and Pandemic Disease is used as an indicator of ecological disruption. It is an Interactive Video Distance Learning Course with a Lab. Biology 135 satisfies the General Education requirement for Liberal Arts Majors for Biology with a Lab.

One of the most unique aspects of *Evolution of Microbes & Humans is* the lab. The first response to teaching an Interactive Distance learning science course with a lab was a sound chorus of "It can't be done!" For many of the existing courses in Biology this may be true. The only courses easily adapted in their present format were the ones that were not associated with a lab. These courses can be taught as easily as courses in any other discipline. It was the lab that was unique! There were several points to be considered before a successful Interactive Distance Learning science course could be developed.

A) I developed Biology 135 specifically for Interactive Video Distance Learning. Trying to adapt existing traditional courses to make them into courses suitable for distance delivery sometimes did little more than diminish their effectiveness as traditional courses.

B) Discovery oriented labs empower the student. Teach the student how to investigate questions in science using good models of investigation, such as the Scientific Method of Investigation is more effective than using cook book labs with predetermined outcomes. You run the risk of failure, but then so do most scientists when investigating a question in science. I use a modification of the Peace Corps motto, "Teach students to Investigate and they will find answers to questions for life, give them a fact and it will probably be amended, changed or proven wrong before they graduate."

C) Clear objectives for each lab must be established before attempting to write the lab.

D) Keep laboratory materials simple and easy to acquire. These materials should be safe, easily attainable at the remote site and clearly exemplify the lab objectives. Whenever possible, students generate data from their research or through observation

E) Assure the remote site that you will not be invading their budget for your course supplies.

F) Assure the remote site that you will not be using their already overloaded faculty to teach your lab.

G) An effective facilitator at the remote site keeps things running smoothly, focused and on target. The first 15 minutes of lab is set aside for demonstration of the techniques needed for that day's lab. This demonstration takes place in the Distance Learning Room. A special rolling laboratory surface with a sink and special erosion resistant top was purchased for this purpose. This keeps chemicals and liquids away from the DL equipment. It is more important that the facilitator be a good educator than be an 'A' student in Biology. It is much more difficult to lead a student through discovery than it is to reinforce technique and memorization of facts.

The Evolution of Microbes and Humans has been wonderfully successful! The students are encouraged to become actively involved in both lecture and lab. In the lecture portion of the course, they perform an exercise on population growth that requires that they simulate uncontrolled population growth, natural selection, and carrying capacity. They then use the data generated at each site to prepare graphs representing each condition. Supplies are simple, a wadded up piece of paper for each student and a hula-hoop for each site!

The students are encouraged to actively participate in class. They prepare a collaborative paper on a subject chosen by the group and approved by the professor. Each of the four to five students in the group contributes to the project from their point of view. The course is made up of students from diverse majors, each with something different to contribute. The resulting papers are wonderful!

The students write and perform a vignette after studying the worlds' greatest ecological disaster, "The Black Death." The plays are as varied as the class composition! The students then receive a copy of the taped play.

Students have a study guide that contains copies of all of the presentation slides, copies of additional reading, articles, and diagrams used in the lecture portion of the class. With copies of the presentation, the student is not frantically copying every slide you have on the screen and is free to listen and join into discussion.

Humans have survived disease from the dawn of time. We have also participated in the advent of epidemic and pandemic disease by overpopulation, ecological disruption, changes in lifestyle and travel. By studying the delicate balance of humans and the environment from an historical point of view it is hoped that we will not repeat the mistakes that preceded past epidemic and pandemic diseases.

Interactive Video Distance Learning opens the possibility of earning a degree to a population of students that did not previously have this opportunity. The range of courses that can be offered to remote students is limited only by our imagination as educators. Reaching students is one part of the total picture. Offering courses with a solid foundation in a variety of disciplines for Non-biology majors is yet another challenge. Evolution of Microbes and Humans, a course that integrates lecture and lab experience, accomplishes this goal.

HONORABLE MENTION

Digital Hoko Rockshelter Shell-Midden Site Excavation

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Dr. Dale R. Croes, an anthropology instructor, directed the excavation of the Hoko Rockshelter, Hoko River, Olympic Peninsula, Washington, during the 1980's. This rockshelter site, by far the largest such site discovered on the northwest coast of North America, contained a 3.3 meter undisturbed shell midden buildup which Croes believes represents at least 1,000 years of habitation. With painstaking accuracy through eight seasons of excavation, Croes and his crews photographed 1m x 1m x 5cm layers of site material. The resulting color slides contain the precise archaeological record of 1,342 layers of cultural deposits containing faunal remains, shell, bone and stone artifacts, fire hearths, post molds, shell heaps and other features, all preserved in the well-defined boundaries of a natural rockshelter "container."

When the original Hoko excavation work was being done, technology did not exist to make the results of the project widely available. However, as computer technology developed, so did the possibility of making such information easily accessible to anthropology and archaeology students.

In the spring of 1996, Croes initiated a proposal to create a CD ROM of the excavated Hoko Rockshelter site. His purpose was to use the digital images to allow students to move both vertically and horizontally through the site so they would understand the process of shell-midden site archaeological excavation. The college supported his vision by granting him a $2,000 exceptional faculty award.

Because the college lacked the equipment, and there were no commercial packages available to create Croes' CD ROM, he enlisted the assistance of the college's electronic media producer, Steve Whalen. Following research, Whalen invented a CD ROM-based multimedia computer on Intel's Microsoft platform to do the job. Then, using the newly created computer system and appropriate software, Croes directed the work of anthropology students who scanned excavation-site slides into computer files.

As a work in process, Croes and Whalen realized the site could be built most easily as a world wide web matrix. Croes began academic contract work with his second-year students, one of them a computer programming expert who began the work on his own web site. Together they uploaded excavation images and created the world's first virtual shell-midden archaeological site. Accessed through the Anthropology Club's home page, the excavation can be found at South Puget Sound Community College's Internet address. The project's actual programming is on share-ware software. Now anyone in the world with computer access may digitally dig the Hoko Rockshelter site. And a CD ROM has been created as a record of the work to date.

There's more. In December of 1997, Croes was awarded a second exceptional faculty grant for the Hoko project. As a result, Croes purchased a digital camera. He and his students are now photographing approximately 1,750 artifacts from the Hoko dig and developing computer programs to enter the digitized artifacts into the computer simulation exactly associated with the layers in which they were originally found.

Artifacts are the most informative part of an excavation. Exploration of this virtual site will allow faculty to develop innovative teaching methods and students to discover new information about human activities by examining the different patterns of distribution of harpoons, fishhooks, woodworking tools, basketry awls, hair pins and art. Since few of our students, or those from other colleges, would ever have an opportunity to actually excavate an archaeological site, the digitized Hoko site allows them to experience the process of recording and interpreting in the field.

We believe Dr. Croes' innovative Digital Hoko Rockshelter Shell-Midden Site Excavation is an exemplary use of technology. Please visit the site at www.spscc.ctc.edu/ and select the following options to view the digital dig: Student Information/Campus Life/Clubs and Organizations/Anthropology Club/Digitally Excavate the Hoko Rockshelter.

SECTION II PROGRAM ENTRIES

Alternative Fuels Course
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The alternative fuels course was begun as a response to the need to train technicians to service the increasing amount of compressed natural gas vehicles appearing in fleets around the state. The federal mandate to have large government and private fleets convert vehicles or convert to vehicles powered by alternative clean burning fuels such as compressed natural gas also contributed to the need to start courses in alternative fuels technology and servicing.

A group of instructors led by Colin Messer, with a wealth of knowledge in alternative fuels and funded by a Federal Grant, began teaching alternative fuels primarily to instructors at Santa Fe Community College in Santa Fe, New Mexico. At the same time leaders at Albuquerque Technical-Vocational Institute began looking beyond the present to see what direction the present programs might take to make an impact on the students, the trade, society, the environment, and the economy. Alternative fuels technology and servicing became the focus in Automotive Technology and Diesel Equipment Technology. One instructor from each area began training in alternative fuels with Colin Messer, a regional expert. It was felt that as the use of alternative fuel vehicles increased there would be a need for technicians to have this training along with the training in automotive and diesel. What better purpose than for the transportation technology programs to expand to teach alternative fuels technology. It satisfied the need to be teaching at the cutting edge of technology, filling a future need, protecting the environment, and providing a needed competency for the automotive and diesel students attending and exiting TVI. This would also make the students more marketable.

Compressed natural gas has been determined at this point to be the most practical medium due to availability and ready technology to enable the conversion. With no compressed natural gas vehicles being manufactured the initial technology was to convert conventionally equipped vehicles. The regulations were and still are in flux. The Federal Government issues regulations regarding alternative fuel vehicles. Presently the regulations restrict the types of vehicles that can be converted and the type of conversion equipment that can be used. This is due to the need to preserve the emissions requirements on the converted vehicles. Each conversion equipment supplier furnishes a list of vehicles for which its equipment is approved. The guided installation of an approved conversion is still used as the basis for the course.

As the instructors were trained, a curriculum was developed to teach the Alternative Fuels course at TVI. The course has been conducted during two terms. The course develops skills in handling gaseous fuels, theory and operation of alternative fuel components, and system diagnosis through the guided installation of an approved conversion package. The forty-five hour (one credit) course covers safety, conversion components, suitability for conversion, equipment installation, regulation and policies, and system diagnosis. Some of the challenges are that it is difficult to obtain instructional materials because it is in use and not readily available at a reasonable price.

Additional interest in our course has occurred due to the institute's participation in the Clean Cities Program which brings together organizations involved in environmental concerns one of which is alternative fueled vehicles. This gave TVI a source and resource for potential students. Most of the organizations had alternative fuel fleets and a need to train their staff. There has also been some assistance in providing instructional materials from the organizations in the Clean Cities Program.

TVI has recently formed a partnership with Weatherford Gas Compression Co. in Corpus Christi, Texas who uses alternative fuels for its industrial engines and who may be hiring TVI's graduates. This requires our diesel equipment technology students to have the competencies with alternative fuels. The course continues to be adjusted as the direction of alternative fuels changes but it will be a resource to the students and the environment.

Efficacy of On-Line Exams in the Nursing Testing Center

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Introduction: The Helene Fuld Nursing Computer Testing Center is an integral part of the Nursing Division at Amarillo College, a community college located in the Texas Panhandle. The center is equipped with thirty-two state-of-the-art computer terminals which are utilized exclusively by students and faculty in the division of nursing for on-line testing procedures. The center utilizes ParSYSTEM, a software program which allows faculty to store and retrieve blue printed test items based upon determined criteria.

Students take all unit examinations utilizing this system which provides them with immediate test scores upon conclusion of the examination. ParSYSTEM allows each faculty member to systematically analyze test results through the determination of test reliability, validity, item analysis and discrimination. ParSYSTEM also provides computerized print outs of grades for the entire class as well as individual student test analysis. Amarillo College Division of Nursing is one of very few community colleges and universities in the nation which are exclusively utilizing on-line testing for nursing students.

Results: Ninety-three percent of all activity in the Testing Center is on-line testing. Students may also access computer assisted instruction (CAI) data bases and the World Wide Web in accordance with class assignments.

In a 1996 survey of the Testing Center students (N=221) were asked to respond to the statement "I like taking exams on the computer." The results were positive: (1) 73% strongly agreed, (2) 18% agreed, (3) 7% were neutral and (4) 2% disagreed with the statement. The frequency of student comments are as follows: (1) likes immediate feedback—N=120, (2) likes privacy provided at each computer terminal—N=93 and (3) likes the helpfulness of the testing assistance—N=68. Many students (N=62) reported that they like having only one question at a time on the screen so that they can process the information in the test item which in turn decreases their anxiety. A limited number of students (N=11) stated that they did not like computerized exams because they were not familiar with the keyboard.

Student visits to the Testing Center for on-line testing has consistently increased since 1994. Currently, all examinations in the division of nursing are administered on-line. The faculty enjoy this expeditious method because they can administer and review examinations with more accuracy. The item analysis processes in ParSYSTEM provides detailed information on each item as well as an accurate measure of test validity. As a result, faculty evaluate the results of test validity and continuously improve the quality of on-line examinations. This allows more time to spend with students which enhances the teaching and learning experience in the division of nursing. The faculty believe that on-line testing facilitates the critical thinking process.

Due to the number of students and a culturally diverse student population, the Testing Center in the Amarillo College Division of Nursing has been selected as one of sixty-five nursing programs in the nation to participate in the National Council of State Boards of Nursing pilot study utilizing Computerized Clinical Simulation Testing (CST). This method of computerized examination is intended to evaluate the application of clinical decision-making process in the management of client care and is being evaluated as a potential component of the NCLEX-RN examination.

Our faculty has consulted and conducted workshops on ParSYSTEM and on-line testing procedures in several colleges and universities in the state of Texas as well as other programs of study at Amarillo College. These include (1) Texas Tech University, Lubbock, (2) West Texas A&M University, Canyon, (3) Lee College, Baytown, (4) South Plains College, Leveland, (5) Vernon Community College, Vernon, (6) Tarrant County Community College, Ft. Worth, (7) El Centro College, Dallas and (8) College of the Mainland, Tyler. Through this collaboration and sharing of knowledge on-line testing will become a standard in our geographic area as well as having multidisciplinary implications in colleges and universities throughout the nation.

Multidisciplinary Implications: The health care professions often utilize patient-centered scenarios when developing test items. This is particularly true in nursing. However, other disciplines such as physical therapy, occupational therapy, dental hygiene, laboratory technology, and radiography which deal with patients and their families in community health care agencies may use on-line testing. The health care professions often require the student to select the "best" or "first action" in a multiple answer question when all of the answers may be appropriate responses. Having only one item on the screen at a time allows the student to conceptualize information and respond correctly to the test item.

The responses from students and faculty in the nursing division have been positive. There is no doubt that other health care professions and non-health care professions can utilize this method of testing. It is easy to use, time and cost effective and allows each faculty to spend more time with the student, which is the focus of the college setting.

Conclusions: The utilization of on-line testing in nursing is limited to Amarillo College in this geographic area. The critical thinking process will continue to be a major focus in the health care professions in colleges and universities throughout the nation. It is anticipated that Amarillo College Division of Nursing will play a pivotal role in this process impacting all disciplines. On-line testing is cost effective with regards to time and money and facilitates the critical thinking process. It is clear that Amarillo College Division of Nursing is utilizing cutting edge technology to meet the academic needs of faculty and students as we enter the twenty-first century.

Partners in Distance Learning

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According to the United States Department of Labor, Bureau of Labor Statistics, physical therapy is one of the fastest growing health care occupations. In Florida alone, the number of job openings in physical therapy is anticipated to increase 70% by the year 2005. Much of this increase in demand locally is attributed to the high concentration of elderly in Florida and the greater life expectancy for this age group which, in turn, will require a significant expansion of rehabilitative services.

The primary challenge to any community college that endeavors to provide a physical therapist assistant program to its service area is two-fold. First, recruitment of qualified faculty is extremely difficult owing to the high salary base of professionals in the field and their lack of experience in the educational arena. Secondly, the accreditation process for developing high standard programs, such as PT Assisting, is unwieldy at best and is expensive to the institution. By utilizing an established faculty anchored in an accredited program, a community college is afforded the opportunity to provide a cost-effective and easily executed course of instruction in a timely fashion.

Broward Community College, the third largest of Florida's 28 community colleges, is a comprehensive multi-campus urban institution located on the southeast coast of Florida in the county north of Miami. Its service area is Broward county, which covers approximately 1200 square miles and has a population of 1.25 million. Its accredited physical therapist assistant program has been in existence since 1974. On the southwest coast of Florida, Edison Community College, in attempting to respond to a community request to offer an educational program in the field of physical therapy, began an investigation into the development of a PT Assistant program. The five county district served by Edison Community College is larger than the state of Connecticut and is home to more than 750,000 residents. Despite earnest efforts, it became apparent that alternatives to developing a free-standing program would need to be considered. One alternative was to approach an institution that had an existing program in PT Assisting to investigate whether the program could be delivered to students geographically located on the southwest coast. The mode of delivery would have to allow for students to remain in their own communities yet have access to an education offered elsewhere.

In the fall of 1994, Edison Community College (ECC) and Broward Community College determined that BCC, with its 20+ year accredited PT Assistant (PTA) program, would expand its program to Edison by broadcasting the didactic portion of its curriculum. In place would be mechanisms that would allow the students located on the west coast to receive their laboratory and clinical experiences within their own communities while "attending" an educational program offered at an institution located more than 150 miles away. This program expansion would need to meet the same accreditation standards as the established program so that the quality of the program would not be compromised.

Distance learning technology currently links the students at ECC in Fort Myers on Florida's west coast with BCC's home site in Fort Lauderdale on the east coast in real-time, two-way audio and video. This interaction has worked successfully for the delivery of the didactic portion of the program and the supervision of the laboratory/clinical component as well. The program's administrator is based at BCC with faculty at both sites as well as a site coordinator at Edison. Students are registered at and receive their degrees from Broward Community College. The two institutions work closely to coordinate college calendars, student services (admissions, registration, academic advisement, etc.) and financial aid.

Lecture classes are taught exclusively via live two-way audio and two-way video from each site. Depending upon the course, the sites alternate as a send site or a receive site. This affords both cohorts of students an opportunity to experience a live instructor as well as instruction via distance. Faculty meetings as well as advisory board meetings are held on-line. In addition, the on-line connection is activated as needed to accommodate student-student discussions and student/faculty conferences. Students are given an orientation to the technology when they first enter the program as they will be required to utilize it to deliver oral presentations as well as to work jointly on team projects that serve to unite both sites as a single class of students. At the far-site, the laboratory portion of the program is managed by the site coordinator in collaboration with Lee Memorial Health Care Systems which provides the laboratory space/equipment needed. Local clinical sites offer the clinical education component of the program and are overseen by the site coordinator in terms of student placement and supervision. The overall academic achievement of the students at the Edison site has met that of the established program. In addition, clinical performance ratings are equivalent.

Several of the major impacts that this project has had on the institutions involved include:

- Ability to offer a Physical Therapist Assistant program at an institution which would otherwise not have been able to offer this career field
- Effective utilization of telecommunications
- Successful sharing of program faculty/resources
- development of learner-centered instructional materials
- Training of faculty in instructional designs in both synchronous and asynchronous modes
- On-going development of course materials which are free of the barriers of time/place
- Provocation of interest in use of distance learning by other faculty/programs.

As the program advances towards graduating its second class from the ECC site, there has been a strengthening of the commitment to the technology by the students, faculty and administration. There is an increased understanding of the potential of the technology and a dedication to the exploration of innovative strategies available to community college educators today. The success of this arrangement has prompted other disciplines to venture into the realm of distance education at both institutions.

A High-Tech Foreign Language and English as a Second Language Laboratory: An Ideal Marriage for Globalization and Diversity

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Thanks to the Coordinator and the staff, the principal benefactors of the Language/English as a Second Language Laboratory at Central Piedmont Community College are the students who have links and e-mail to the world, a strong multi-lingual support staff, a technically advanced facility that combines both electronic and people-to-people learning opportunities, a blend many feel is ideal to make sense of electronic media. This comprehensive facility is well positioned to provide the global network for twenty-first century learning opportunities expected of progressive institutions. We feel the Language Laboratory at CPCC deserves consideration for the NCIA Exemplary Campus Initiatives award in the technology category.

For the last year, the Language/ESL Laboratory at Central Piedmont Community College has been aggressively preparing for the next century. The initiative began a few years ago when foreign languages and English as a Second Language courses were combined in one facility. A concerted effort then began to upgrade what was essentially a tape and textbook format to an electronic media center with an eye focused squarely on an integrated, global approach to language acquisition.

Steps along the way have included the purchase of 12 multi-media computers, a full compliment of CD ROM lessons, activities and videotapes. The lab has been connected to the Internet and now provides tutorial services for French, Spanish, English as a Second Language and German. The lab facilitators also speak several other languages and provide free translation services for emergencies to the College community.

The Language Lab has a state-of-the-art web page at http://www.cpcc.cc.nc.us/instruction/departments/english&fl/langlab/langlab.htm which is linked to a variety of sites all over the world. Some examples are grammar exercises at the University of Texas and the Paris links. Students with a browser can immediately get to the best world sites.

Since CPCC hosts students from over 100 foreign countries the Lab also is the locus of the Foreign Student Association and is a link between American students and students of other countries. There is a buddy system for those who wish to get help with a language in exchange for help with English.

The Lab has been designated as a skills lab so that any student for whom English is a second language and who is having a problem in any class may be referred to the lab on an individual basis for some extra help. This initiative is already beginning to pay dividends as instructors from music classes to math have sent students to the lab who are having difficulty; It also pays dividends for the College as students' referred visits count toward the State funding formula.

The lab also serves as the placement center for both the Academic ESL program at CPCC as well as for the ESL program run through the Adult Basic Education Division. Tests are provided free of charge to those who wish to enter either program. Literature is available on the web and at the lab to help students decide which program and what level is appropriate.

This fully integrated lab is indeed the focus of language acquisition at CPCC, but the nomination is based more on the change it has made in the climate at CPCC. The impact of this facility is enormous. The lab serves 600-700 students each term. The lab receives visitors from other institutions on a regular basis from across North Carolina and the United States who are also in the process of setting up such a facility.

Reaching a Virtual Community of Employers and Employees

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Community colleges can use distance learning delivery to build niche markets on a regional and national scale among employers who share common education and training needs. Mott Community College is doing this with employers in the manufacturing industry. We call our program College in the Workplace. In 1994 Mott community College began offering two associate degrees by distance learning, to employees in three manufacturing plants located in two states. Mott has spent the past three years learning how to build a niche market in the manufacturing community on a regional and national scale. Although still small at less than 300 annual enrollments, Mott's College in the Workplace Program has gradually grown to include 28 manufacturing client sites in ten states.

We chose the manufacturing market because: 1) manufacturing is indigenous to our community; 2) the manufacturing industry has a high need for training and educational services; and 3) there are over 4,000,000 workers employed in manufacturing just in the nearest five Great Lakes States and many global manufacturing companies are headquartered in Michigan. Faculty and administration have had to re-think and re-shape program design, courseware production, faculty development, marketing, and a variety of administrative support functions.

Success has depended on finding ways to work responsively and creatively with employers to meet the employee's interest in college credit courses as well as the employer's interest in professional training. Building a community of service without boundaries requires the college to re-interpret its objectives in ways that can relate a regional or national market to the community college's local mission. The employer in the College in the Workplace program must agree to become a supportive third party to the delivery of our program. The work sites provide proctored testing. Employer funded tuition reimbursement increases student motivation to complete. Training staff support employee/students by providing liaison between student and Mott Community College when difficulties arise. Reaching out to regional and national markets with distance learning programs challenges faculty, enriches the curriculum and rewards the college with new enrollments.

The Clear Path to a College Education: The Associate Degree by Distance Education

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Chemeketa is a comprehensive community college, a public institution accredited by the Northwest Association of Schools and Colleges. Beginning fall 1994, the college made it possible for students to earn an associate's degree without ever stepping foot on campus. For many students, the classroom may be a kitchen table or a computer desk tucked in a bedroom corner. For potential students who are unable to fit a typical college schedule into their lives, distance education is an innovative solution that makes up-to-date education affordable and attainable. Degrees offered by distance education are the Associate of Arts Oregon Transfer (AAOT); Associate of General Studies (AGS); and, independent study, either correspondence or online, Associate of Applied Science in Fire Protection (ASSFP), Fire Suppression Option and Fire Prevention Option.

The college's distance education degree program is designed with flexibility to accommodate students of any age and life situation by bringing education to students at times and locations that fit varied schedules and lifestyles. To serve this population, Chemeketa has committed to distance education as an alternative to traditional, on-campus course and program offerings. No longer a peripheral part of the college, distance education has become a mainstream form of educational course delivery. By 2002, it is expected that 14% of Chemeketa registrations will be enrolled in distance education courses. The program is an alternative experience that will give students the opportunity to master information age technologies, pursue career and personal goals, and set a pattern of lifelong learning. The courses are designed to be a combination of self-directed and interactive learning experiences.

Students may use an "800" number to call the distance education office to request a packet of information. The packet includes all the forms necessary for college admission as well as a college catalog and schedule of classes. Students register for classes via touch-tone telephone. The distance education degree options are available to all students who meet admissions requirements. The beauty of the design lies in its ability to be replicated.

Students enrolled at Chemeketa may access coursework through a number of technologies including cable, satellite, and broadcast television; Instructional Television Fixed Service, which brings live classes to designated sites; correspondence; and online.

Technologies employed include:

Telecourses: Prerecorded telecourses are broadcast over public broadcasting in the state of Oregon and over local cable stations in the college district. Students may view the broadcasts on their own sets or watch videos made available for viewing at local sites. Students also have the option of renting videos from a national video rental company.

Live Television: Classes are televised to college centers in the district. Some classes are available concurrently over local cable channels to student's homes. With permission of the instructor, students living outside of the district may view the class on videotape. Students viewing at home have the opportunity to interact with the instructor and classmates using their telephone.

Correspondence: Three writing classes are offered by correspondence. Correspondence courses include work equivalent to that which is done in a classroom. Students send assignments to the instructor, who returns them with comments.

Online: Chemeketa Online courses are particularly designed to allow students to schedule class time that is convenient for them from their home or workplace. Using an Internet provider, students participate in discussion groups and send their assignments to their instructor. Chemeketa Online is accessible via the World Wide Web.

Prerecorded Telecourse/Online: Students view prerecorded telecourses and use online for sending work to their instructor and for engaging in discussion groups with classmates.

Student services such as admissions, registration, counseling, and bookstore are all available through technology to the distant or homebound student. The Online Student Resource Center includes links to citing sources (APA Style Guide for electronic sources, MLA Style Guide for electronic sources), search engines, Searchbank, a reference room, other online libraries, and Chemeketa's library, providing students access to the college library catalog and magazine indexes. Students receive library materials via interlibrary loan.

Chemeketa has made a further commitment to expand educational opportunities beyond the community college experience to people living in the college district by forming partnerships with higher education institutions, making available bachelor's degrees and master's degrees using the technologies of television and online. Currently Chemeketa has partnerships in distance education with Eastern Oregon University, Oregon State University, Oregon Health Sciences University, and the University of Indiana-Bloomington.

Through distance education, the college can offer a high quality curriculum, eliminate commuting time and expense for students, and preserve limited building space while tailoring programs to the diverse needs of students. Whether students plan to reenter the work force, upgrade their skills, or fulfill a life-long dream of attaining a college degree, Chemeketa Community College has forged the future through applying technology to quality teaching and learning for a diverse population of students.

The A-team: A Collaborative Model for Designing, Developing, Delivering and assessing On-line Courses over the Internet

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In the summer of 1997, the College of Lake County (CLC) began to explore what process it should follow to design, develop, deliver and assess on-line courses over the Internet. By the end of the fall 1997 semester, three new on-line courses were available to CLC students. This narrative describes the model responsible for this exemplary initiative.

The success of this project relies significantly on a project management orientation. Utilizing a collaborative approach, a faculty member from the Business Department formed an institutional team including faculty, administrators and staff. Faculty were interdisciplinary, representing diverse academic fields from both transfer and career programs. Administrators represented both academic and administrative sides of the college. Technical staff from both sides also pledged to support the initiative.

The team approach permeated the project. Faculty, administrators and staff were identified as members of the "A-team" signifying the distinction of being members of CLC's first asynchronous course design team and the uncertainty related to their pioneering venture. To reinforce the team's shared sense of purpose and collaboration, each team members received totems throughout the semester: wooden train letter "A" to place on top of their computers, larger red rubber "A," , and funky "A" lapel pin.

Regular communication was essential to the project's achievement. Faculty designers and technical staff met weekly to discuss the status of their work. Initially, meetings were held to allay anxiety, but they also provided ongoing support for individual and group needs. The A-team's own web-site (http://members.aol.com/AteamCLC/index.html) was constructed and maintained including photos, minutes of meetings, directory, webliography, and publicity about the team.

The team approach was critical to the success of this project for several reasons. First, team members could share and discuss their plans for their courses with other faculty designers, similarly situated, who could directly relate to their challenges. Rather than working alone in their office or at home, A-teamers could receive immediate input about the effectiveness of a specific approach to course design, development, delivery and assessment. The net effect was that the team's input provided robust perspectives on pedagogy, course design and screen layout.

Another critical factor in this project's implementation was the support it received on many levels. Initially, CLC's President believed in the importance of reaching out to students through alternative modes of delivery, and was committed to increasing access and flexibility to students constrained by distance, location or time from attending class on CLC's campus. Secondly, this project had strong technical support. Alternative delivery systems specialists from the academic technology department devoted significant time supporting faculty designers. In addition, academic administrators worked collaboratively with their information technology counterparts to ensure that infrastructural requirements (e.g., web sites, home pages, message boards and chat rooms) were met.

The A-team's faculty leader was well qualified to chair the project. His experience included designing both educational multimedia programs for major publishers and Internet-based projects for CLC students. Because faculty designers were less familiar with instructional design techniques, they asked for models of on-line course design. Experienced on-line course designers from a neighboring community college were invited to discuss their courses with the A-team. Also, a CLC instructor, who had developed an on-line course independently, shared her experience and concerns. All sharing sessions were videotaped for later reference. Progress in this project was enhanced by the fact that CLC was one of the collaborating community colleges, participating in the Illinois On-Line Network funded through a HECA grant. Technical experts from U. of I. also visited with the A-team, answering questions and making recommendations about integrating technology, teaching and learning.

In addition to weekly A-team meetings, monthly meetings were held to keep CLC's "Internet curious" and "Internet skeptics" apprised of progress. These meetings were helpful for several reasons. They gave the A-team both deadlines and opportunities to share their on-line course designs with a broader community. Secondly, the meetings kept the project visible to the entire college community. Finally, they provided an incubating environment for interested faculty to learn directly from their colleagues what Internet-based instruction entailed and eventually nurtured their desire to apply for the opportunity to design their own on-line courses during the next semester.

A plan for promoting the new on-line courses was also developed and implemented. The employee newsletter and student newspaper each published two articles about the new on-line courses, while a local daily newspaper informer a wider audience. Promotional screen savers were designed and installed on campus computers, a letter to the editor about the new on-line courses was published in the Chicago Tribune, a new On-line Course web site (htto://ciconline.cic.cc.il.us) was constructed and a link was created from CLC's home page to the new On-line Course web site.

While the team concept was intended to promote collaboration, coordination and group support, it didn't happen seamlessly. Sharing initial course design helped to combat faculty designers' isolation and loneliness, sitting in front of a blank computer screen in their offices.. But, it also put faculty designers in a somewhat vulnerable position. Exploring new ways to design, develop, deliver and assess academic courses was a major challenge. The fact that this initiative was completed in sixteen weeks with limited resources testifies to the A-team's commitment, dedication and tolerance for risk. Faculty designers could have taught their regular course loads traditionally, but chose to climb the hill, walk the edge and reach for the stars.

At the beginning of the spring semester, all of the new on-line courses were up and running, student enrollments were strong for first time offerings and five more faculty, who attended the A-team's monthly sharing sessions during the fall semester, were actively designing five more on-line courses for delivery in the fall of 1998. The new faculty designers call themselves the "B-team." They meet regularly, communicate openly with support personnel, confer often with A-teamers and are planning their own web site, which will link to and build upon the A-team's exemplary initiative.

Interactive Multimedia Biology I Lab Series

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Synopsis: The Interactive Multimedia Biology I Lab Series, designed and developed by Colorado Mountain College faculty, is an exemplary use of creative and innovative technology to enhance student mastery.

By creating our computerized interactive/multimedia lab series "in-house," we were able to customize comprehensive and learning friendly labs while avoiding the high cost of commercial production. This Lab Series is both instructionally responsive and easily used.

The series utilizes many different interactive media to address multiple learning styles. These media include: a stimulating script, lively music, digital videos, descriptive pictures/drawings, humorous cartoons, intriguing experiments, comprehension-testing questions, informative practicals, and lesson-synthesizing sample test questions.

Rationale: Having decided to provide computerized Biology lab experiences, CMC could not locate commercially produced materials that comprehensively covered the entire course. CMC Biology instructor Evelyn Boggs, decided to create lab exercises by adapting existing Biology I labs to a computerized format. Everything in our Lab Series is original material created by a team of CMC faculty and staff. The team produced and filmed several thousand photographs, drawings, illustrations, diagrams, videos, and cartoons for the series.

We designed each lab to have multiple choice questions to help students check for progress. When students click on an answer, the screen indicates whether they are correct. Students may click on any highlighted word to obtain additional information. The "Applications Section" in each lab is designed to show practical uses of the information learned and challenge students into thinking beyond the lab. A "Review Section" helps students prepare for quizzes. The integration of humor, cartoons and animation makes a traditionally threatening subject more enjoyable and easy to learn.

Our Lab Series enhances student success in several ways. First, it is now possible to take as much time as a student personally needs to review or comprehend the lab material. Secondly, students can repeat lab exercises as often as they choose to study for tests or review information. Our series also allows students who are not able to attend regular lab sessions due to work or conflicts in class schedules to complete the computerized labs during more suitable times.

The Lab Series can accommodate the needs of students with learning disabilities. Such students are able to take additional time to study a particular lab lesson and have the flexibility to choose which information they are ready to learn at any given moment of time. Additionally, our labs permit instructors to provide students with diverse learning styles and alternative presentations.

The Lab Series can also be used in existing classrooms as a supplemental tool. Instructors who prefer traditional "hands-on" labs can use our computerized labs as a pre-lab exercise to show their students exactly what they will be looking for as they complete the traditional "hard" lab. Our interactive teaching software also has the potential for being used to demonstrate a dangerous lab or for finding types of cells or organisms which could only be viewed under an unavailable microscope. Our labs can also show the most appropriate examples of specimens too expensive to provide for every student.

The Lab Series CD-ROM was introduced to students in the Fall 1997 semester at Colorado Mountain College's Timberline Campus in Leadville, Colorado. That semester, 48 students enrolled in General College Biology I and had the choice of completing the hands-on "hard labs" or doing the labs on the computer. By the fourth week, no one came in to do the "hard labs"!

Returning students viewed the Lab Series and have made comments such as: "So that was what we were supposed to see!" "Is that what the experiment was supposed to do?" "I never could get the microscope to focus on those bacteria!"

An evaluation at the end of the Fall 1997 semester yielded these comments: "I enjoyed the computer labs. They were more convenient, I could take my time and go back, easier to learn from than 'hard labs'." "I was used to doing 'hard labs' in high school, but I feel I learned more on the computer because it is easier to understand. I also worked at my own pace and believe working on the computers was fun."

Distance Learning & Other Delivery Options: Providing the Lab Series on CD-ROM allows the potential for increased enrollments. Students must still attend traditional lectures, but any student who has access to a computer can complete the lab exercises on their own. When combined with a distance education program, our Lab Series will also allow CMC to offer General College Biology I to a wider range of sites across the 40 communities we serve in nine Central Rocky Mountain counties. Our series can be easily incorporated into the college's Interactive Video System course schedule (a live two-way instructional teleconferencing network), telecourses (distance education via phone, correspondence and video-tape), and World-Wide Web course offerings. The universal nature of the program would allow other community colleges and universities to adopt a similar approach.

Capturing the Attention of Others: Author Evelyn Boggs has demonstrated the effectiveness of the Lab Series via our Interactive Video System to a variety of interested groups including state legislators, university administrators, the Colorado Health Sciences Convention, and many science faculty from 2 and 4 year colleges across the nation. Boggs and co-designer Jim French traveled to Atlanta, Georgia in October, 1997 to present "Production of Interactive Multimedia Biology Lab" at the Conference on Information Technology put on by the League for Innovation in Community Colleges. Boggs is now in the process of securing funding for the conversion of Biology II into a new interactive multimedia lab series.

Summary: We believe our Interactive Multimedia Biology Lab Series is an exemplary initiative in the use of instructional technology which enhances student comprehension, provides access to information according to student need, and has numerous distance learning applications. It is the only series we know of in its genre which comprehensively provides an entire series of course labs.

Now That I Have Your Attention...*or*
Interactive Computer Testing as an Effective Learning Tool

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A test can and should be more than just a grading tool; it should be a learning tool as well. Arousal created by the testing situation leads to a heightened level of attention, which makes the test an optimal learning environment for most students. The key to capitalizing on this opportunity to enhance student learning is the ability to provide immediate feedback, thereby maximizing the likelihood of fixing the correct answer in memory. The computer provides a simple means to this end.

The computer also allows the addition of another very popular feature to these tests that contributes to learning. The tests are multiple choice (with a generous allotment of "all" of the above" or "none of the above" choices). If students do not select the correct answer on the first try, they get a second try for half credit (which they think is great). When they get an answer wrong, this "second try" encourages them to reread the question carefully to determine where they went wrong. Often, at this point, they will notice an important nuance they had initially overlooked. This contributes to the development of their critical thinking skills. However, if they get it wrong on the second try as well, the computer tells them the correct answer so they can now learn the correct information. Students do have the option to skip any question before they attempt to answer it; skipped questions automatically come up again at the end.

There are numerous other advantages to interactive computer testing. Benefits to the students include the following:

- Sitting at the computer looking straight ahead is more relaxing than hunching over a paper test on a desk.
- The novelty of this type of testing "takes the edge off" thus reducing test anxiety. Most students find it fun!
- Viewing only one question at a time on the screen helps students focus, and facilitates concentration.

There are advantages from the professor's vantage point as well. There is better protection against cheating. No paper enters or leaves the room, so tests cannot "walk." It is easy to have multiple versions so adjacent students are never taking the same test. The computer scores the test. Fancy computers are not required. I use a DOS program that runs completely from the floppy disk. The students' answers and scores are saved on the floppy. I "dump" this information into a program on my personal computer, which allows me to summarize and analyze the results. Saves paper too!

The bottom line is the students actually LIKE these tests! A sampling of comments follows:

"I like the tests because you learn as you take it. All the answers you usually get wrong, you never learn what they are, but with [these] tests you learn as you take the test."

"...Taking the test on the computer was new to me but I found it more relaxing."

"I felt that the tests were great! They really enabled you to learn!"

"I like computer tests a lot better than Scantron. They let you focus on one question at a time for one. Also it is a lot less intimidating than a whole sheet of questions. Also, it is good to know what the right answer was so you can learn from it."

"...I found computer testing to be beneficial to me. It made me realize I'm not a very careful test taker. This form of testing helps you learn to be more careful and read questions more carefully."

"I felt that taking the test on the computer was very beneficial. I learned a great deal more this way than the 'normal' way of taking tests."

"I like having a test on computer. I wish other teachers would give tests on computer also."

"I love taking tests on the computer. I wish I could have all my tests on them. It makes me feel more relaxed to have a test on the computer."

"The computer testing is 10 times better than written tests... I wish all tests could be like yours."

Responding to Regional Needs with our AAS Programs in Industrial Technology

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The Crowder College service region encompasses a nine-county area in which exists very diverse, technologically advanced pockets of industry that require a skilled workforce to compete in what has become a global society. To meet these demands, Crowder College, aided by funding from the Coordinating Board of Higher Education (CBHE) in its mission to implement the State Plan for Post-secondary Vocational Technical Education is aggressively developing new AAS programs in Industrial Technology as well as moving to a radical shift in curriculum and scheduling.

In the area of curriculum development, the faculty has taken the traditional three-hour credit course and broken it down into one or two credit hour blocks. For example, a three-hour Foundations of Electronics course is redesigned into three, one-hour credit courses: Foundations of Electronics, DC Circuits, and AC Circuits. The reasoning behind this shift is two-fold: 1) this type of structure allows for a more efficient delivery of a compressed schedule and 2) this type of format prevents duplication of skills previously acquired through work or training. In response to meeting the needs of industry, a block schedule has proven to be more practical, especially at our off-campus sites in delivering the necessary skills in a compressed time schedule. One example exists in our Industrial Maintenance program, a program in which there are many opportunities for employment in our region. If an individual needs to acquire skills to keep up with the advances in technology (for instance an advanced electronics course such as Electronic Sensors and Controls, a one-hour credit course), and this individual wishes to acquire these skills in a compressed time format versus a traditional college schedule, we have created scheduling to meet these needs. While most traditional classes off-campus are held one night a week for sixteen weeks, the new scheduling compresses classes in that they meet three times a week (three hours per session) for a total of eight days in those courses that have a lab component. This allows the student to take the newly acquired skills into the workplace and apply what they have learned at a much faster rate.

This block scheduling format also allows for a rotational schedule of courses in Industrial Technology to be rotated around the region to enable an individual living at a remote off-campus location to obtain an AAS degree theoretically in a three-year period. Technology has also been incorporated into our delivery of instruction using state-of-the-art modularized, mobile training equipment enhancing the existing curriculum. Crowder has made a very conscious effort in making this equipment applicable to what is used in their occupations. The college has purchased a van and trailer to rotate this equipment around the region. This mobile approach eliminates duplication of resources allowing for monies to be better utilized in other areas. Obviously there are types of equipment in which this is impractical such as in machine trades, but in other areas it has proved to be very beneficial. The Area Vocational Technical Schools are partnering in the delivery of these technical courses and benefit from the mobile equipment program in that it enhances lab situations in their secondary programs while on the premises.

To ensure quality and establish credibility, Crowder has made a concentrated effort to hire adjunct faculty that have industrial experience. Educational training opportunities are also made available to keep them abreast of technology in their fields. Applied academics courses are in development to construct a bridge between the worlds of academia and technology. In the Industrial Technology programs interpersonal skills are emphasized along with courses such as Technical Writing. In our needs assessments employers constantly look for the employee who is not only technically skilled but possesses the ability to communicate and work in teams as well as solve problems using critical thinking. Crowder College addresses these needs by developing courses like Team Building and Problem Solving and incorporating these courses into their technical degree options.

The next step is the development of ITV networks in the delivery of instruction to these remote sites. The mobile program will also be beneficial in this type of format as it allows for equipment to be available on-site. Students must be treated as if they are potential consumers and repeat business will only be generated from several factors: accessibility, affordability, and quality. Responsiveness in meeting the needs of business and industry is critical to the success of not only programs that exist in the technical areas but those traditional programs as well. We at Crowder College believe we're meeting these needs through the development of our mobile program and scheduling courses that reflect a changing workforce and hiring quality faculty to deliver the product to the consumers, i.e. the students. This model has proven to not only benefit the members of our region but to ensure that Crowder College is able to deliver initiatives set forth in our mission statement.

Obviously, technology will play an increasing role in the delivery of instruction in both traditional and nontraditional programs. Whether institutions can react and adapt to these changes will be the key to their survival and growth. As mentioned earlier, post-secondary institutions must treat students as consumers and offer a product that not only keeps pace with advances in technology, but also employs faculty that recognizes these changes and reflects this attitude in their teaching. We at Crowder College feel that we are poised to meet these changes head-on and have positioned ourselves through changes in curriculum and enhancements through technology to confidently step into the millennium meeting the needs of business and industry as well as those of our students.

Taking the Technology Initiative: Cypress College Writing Center

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The Cypress College Writing Center offers students a one-stop place for writing assistance. Operating on a drop-in basis Monday through Friday from 8:00 am. to 4:30 p.m., the Writing Center features a computer lab as well as an English tutorial service. Staffed by a faculty coordinator, an instructional assistant, and several graduate student tutors, the Writing Center successfully integrates one-on-one tutoring with computer-assisted instruction.

The Writing Center lab provides thirty-one personal computers that feature both word-processing—*Microsoft Word* and *WordPerfect*—and instructional software. Focusing on applications that offer high-interest, arcade-like graphics along with a sound pedagogical approach, the current instructional software inventory includes grammar and punctuation applications, such as *Writing Tutor* and *Grammar Games,* and critical thinking programs, which include *Escape from the Logic Spiders, What's My Logic,* and *Think Analogy.* In addition, the *Holt Handbook* and the *American Heritage Talking Dictionary* are available for reference. Instructors and tutors use a checklist sheet to assign exercises from these interactive programs.

The open lab welcomes beginners, for an instructional assistant and self-paced tutorials are available. Students must bring a student body card to sign in and out of the electronic attendance system and a 3.5-inch disk to save work. They must also scan all disks for viruses before and after using the lab. Two laser printers allow students to print out essays and instructional software feedback.

Class orientations to the Writing Center are available during the first two weeks of the semester. During the fifteen-minute session, the instructional assistant offers a facility tour, an introduction to the English Tutorial Service, an explanation of Writing Center procedures, and a preview of available software.

In addition to the lab, the Writing Center's tutorial service employs graduate English students from neighboring universities—California State University, Fullerton; California State University, Long Beach; and the University of California, Irvine—to help students with writing assignments. Sessions are usually twenty minutes long, and students may sign up two weeks ahead of time. Students receive no more than one session per day and no more than two sessions per week.

Students should bring the instructor's assignment and come prepared with specific questions regarding problems in grammar, paragraph development, and essay organization. Tutors will also review corrected essays for an instructor may staple a referral slip to the student's paper. After the student has completed the session, tutors fill out a verification of attendance form. If the student does not meet an appointment, tutors fill out a no-show slip. Tutors leave both slips in the instructor's mailbox at the end of the day.

Relying on English graduate students rather than peer tutors, the English Department wants tutors with several years experience as writers. Carefully screened graduate students—whose interviews include writing and paper-grading exercises—receive an orientation session and on-going mentoring. Many successful tutors later join the faculty as part-time instructors.

Faculty involvement is imperative throughout the semester. Members from the English, English as a Second Language, and Reading Departments serve on a Writing Center committee that sets goals for the center. Also, each semester all instructors receive a handout entitled *How to Use the Writing Center.* Some instructors even hold office hours in the Writing Center. In addition, the Writing Center Coordinator makes regular presentations at English Department meetings and schedules workshops that provide hands-on computer instruction.

Although word-of-mouth continues to be the best source of advertising for the Writing Center, each semester oversized posters adorn the Humanities building. Smaller versions of the same poster hang in each classroom. Handouts with the lab and tutoring service policies and hours are available throughout the Writing Center and other Language Arts Division labs. In addition, the campus brochure contains an insert on all student services, including the Writing Center. Instructors, of course, mention the resource in their syllabi. Also, the Writing Center has a web site.

Perhaps the Writing Center's success is most evident in the attendance figures. The lab, which opened Spring Semester 1997, serviced 574 students the first month; by the middle of Fall Semester 1997, that number grew to 1501—a 160% increase. The English Tutorial Service, a long-standing program, has also benefited from the Writing Center lab. Whereas an average of 570 students per semester used the service from Spring 1995 through Fall 1996, the figure jumped to 714 the semester the lab opened—a 25% increase. The English Department expects these figures to grow substantially when it invites other disciplines to use the Writing Center.

Indeed, the Writing Center already has plans for expansion. Evening hours are a priority. Also, Internet access should be available soon. Upcoming software acquisitions include a writing process program, an integrated writing environment, such as *Daedalus* or *Common Space*, and more grammar and punctuation applications. The Writing Center will soon be networked to another Division lab and the library. Most important, the Cypress College Writing Center wants to meet a writing across the curriculum objective, involving all divisions and providing reinforcement of consistent writing expectations.

Dual Enrollment Through Distance Education Technology

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Daytona Beach Community College has designed and implemented a multi-media, blended technology system used to deliver dual enrollment college courses to juniors and seniors in three area high schools. This system uses the Internet for classroom management, application sharing, assessment, and movement of assignments between instructor and student. Students and instructors see and hear each other using two-way videoconferencing technology. This blend of technologies efficiently delivers college courses that foster collaborative, hands-on learning.

Background: Daytona Beach Community College, in cooperation with the two public school systems in its service area, has developed dual enrollment courses primarily for high school juniors and seniors. Students may enroll in college courses applicable to both their high school diploma and the Associate of Arts and Associate of Science degrees, or a certificate program. While some courses are taught on campus by certified high school instructors, many students must leave their high school to attend classes at the nearest DBCC campus. This presents a number of challenges for students who are not satisfied with the currently articulated programs taught on their high school campus:

- Students must have sufficient flexibility in their schedule to permit driving to a DBCC campus, taking a class and returning to the high school.
- Students must have transportation to the nearest DBCC campus.
- The college's 15 week semester schedule complicates the development of the high school student's schedule. High school terms are eight weeks long.

The college considered using its Interactive Television System (ITS) to electronically deliver courses to area high schools. DBCC has been using the ITS since 1993 to deliver as many as 20 courses per term to the four DBCC campuses in its two county service area. The ITS uses microwave communications to provide two-way, high quality video and audio transmission among electronic classrooms located at each site.

Unfortunately, technological, logistical and curricular concerns made problematic the extension of this analog system to area high schools:

- Towers would have to be constructed at each high school.
- Interactive return video links could not be accomplished.
- The advanced, specialized courses currently delivered by the ITS to the four college campuses would not be appropriate for most high school students.
- ITS courses follow the DBCC 15 week semester schedule and generally start on the hour or half hour. The high school terms are 8 weeks in duration and school bell schedules seldom begin instruction on the hour.

Solution: A $200,000.00 grant from the Florida Department of Education enabled the college to design and construct a more economical and flexible version of its Interactive TV System to deliver dual enrollment courses to area high schools.

The college and the school district evaluated solutions that would allow:

- collaborative learning
- hands-on, active learning
- on-line assessment
- electronic transmission of assignments
- two-way video and audio
- adoption of the course delivery schedule to the high schools' 8 week term and bell schedules
- control of recurring expenses, such as the cost of leasing telephone lines that carry video, voice and data.

Bandwidth requirements, features, compatibility, ease of use, ease of upgrading, and the cost of adding additional school sites were primary technical evaluation criteria.

The dual enrollment distance education "system" is a blend of currently available technologies. Students sit at PC workstations and manipulate synchronous, interactive course management software. I-NET client/server distance education software enables application sharing, Internet based conferencing, electronic white board sharing, synchronized multimedia application sharing, on-line testing and assessment, and affords the instructor with visual access to student computers from her/his PC. Students transmit completed assignments electronically; the instructor grades the work and returns it to the student over the Internet. The origination classroom at DBCC and each high school site has five student PCs and more can be added as enrollments increase. Students connect with the Internet via the local school's connection.

Students and faculty are able to see and hear each other using an Intel ProShare Video Conferencing System. This part of the system uses push-to-talk microphones with microphone activated cameras and 35-inch monitors. These components meet videoconference industry standards for compatibility with other manufacturer systems. Each high school uses one ISDN telephone line to send and receive video and audio. The ISDN lines are routed to DBCC where they are "bridged" to enable a point to multi-point videoconference service. ISDN lines are considerably less expensive than other bandwidth options.

The PC based software and the videoconference system compliment each other and each can stand alone if necessary. Teaching and learning are not compromised if Internet service is interrupted, or if the ISDN links fail.

The $200,000 grant equipped one college classroom and three high school classrooms, purchased software, provided a video server/bridge, and paid for ISDN telephone line charges for the first semester of use. DBCC pays the instructor's and support staff salaries and provides the training for faculty and high school staff. High schools must pay monthly ISDN telephone line charges and provide a person to facilitate each class.

Conclusions:

- Daytona Beach Community College has developed a cost effective means of delivering dual enrollment classes to area high schools. Using technology, one teacher can support small to medium sized groups of learners at multiple sites. The blended technology delivery system uses Internet connections the schools already pay for, and less expensive ISDN telephone lines.
- High school students are comfortable using computers and enjoy the active, hands-on learning experience. Students like being able to get an early start on their college coursework during the regular school day, leaving the after-school afternoons and the evenings available for extra-curricular activities.
- The College's high school partners appreciate keeping their students on campus and engaged in useful academic pursuits.
- College faculty have enjoyed learning to add new teaching strategies to their courses using technology, and like the ease of using computer-based assessment and electronic transmission and grading of student assignments.

TECHNOLOGY AND THE *GLOBAL CITIZEN PROJECT*

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The U. S. Department of Education has identified three major goals: internationalizing the curriculum, infusing technology throughout all core classes, and creating interdisciplinary study opportunities for faculty and students. All three are being achieved at DeKalb College, in the Atlanta metropolitan area, using technology as the "packhorse" to support an innovative teaching and learning model. DeKalb College's *Global Citizen Project* offers a technology-centered model for curriculum reform for use in the first two years of the college experience. Its premise originates in one of the College's goals to prepare students as global citizens, capable of understanding and using technology, of solving problems with interdisciplinary thought processes, and of mastering the complex issues impacting the global environment through a curriculum rich in international content. The project accomplishes this by establishing Internet-based, active learning modules for every course across the core curriculum, developed by a college wide, interdisciplinary coterie of academic and technology specialists.

The conceptual framework of the *Global Citizen Project* hypothesizes an international conglomerate that employs the College's students upon graduation. As a part of each college core class, students receive "job assignments" involving relevant international issues ranging from genetic engineering to human rights to marketing a new soft drink in the Middle East. For example, the biology module proposes a research problem focusing on the Human Genome Project, a national database for collecting and analyzing DNA samples. Biologists, philosophy professors, historians, professors of literature, and foreign language faculty are collaborating on a module to be used in each biology class dealing with the ethical, international, biological, and political implications of a project that may allow for genetic engineering in the future.

As each module is formulated, it is placed on the *Global Citizen* home page, accessible on the Internet to all students. Exercises similar to the biology module have been created for nineteen other classes. Each set of exercises requires Internet research for the successful solution of the problem presented in the case scenario. In addition, each set consists of at least four interdisciplinary elements, with an interactive constituent through the use of the Intercultural E-mail Classroom Connection Program (IECC). IECC is a free service that connects classrooms with peers in other countries. For instance, philosophy students may discuss differences in human rights with peers in an Argentine philosophy class while biology students correspond with students in Germany debating genetic engineering.

Coupled with an international, interdisciplinary learning model functioning across all curricula is the development of a creative teaching tool using technology that can increase significantly the number of instructors who can access and employ the project as a technological source of classroom material. The project will train both students and teachers with limited technological background to take advantage of the Internet in research and problem solving. Toward this end, the Global Citizen Team, consisting of more than fifty professors and technologists, is currently generating an "electronic notebook," *Welcome to the Global Citizen*, to guide faculty and students.

Evaluation of the project is proceeding with the formulation of normative and summative tools. A discipline-specific instrument to be placed on the home page will assess learning not only in subject matter but in international issues discussed. To gain an overall assessment of the project's effectiveness in developing global perspectives and using an international framework for problem solving, the College will conduct interviews of a sampling of students. Similar interviews of faculty will determine the project's value as a curriculum reform tool. Finally, teacher utilization and increased understanding of technology will also be evaluated.

Because of the breadth of the subject matter and its placement on the World Wide Web, the project can be replicated nationwide. In fact, it has already become a model for several southern colleges, reproducing its structure or simply including its exercises in their classes. Whatever the eventual extent of acceptance, the *Global Citizen Project* clearly has the capacity to develop technical literacy skills for accessing the Internet and for synthesizing and applying data to a stated problem.

Students in virtually every academic core course will use computer information tools and build research capabilities. They will, in addition, solve problems within an interdisciplinary framework. Moreover, teachers across the curriculum—even those who are techno-phobic—will gain access to a user-friendly program allowing them to integrate technology and Internet experiences painlessly into their classrooms.

What better way to serve students, faculty, and a global community than with DeKalb College's ambitious *Global Citizen Project*?

Technology: Opening Doors to Mathematics

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As soon as inexpensive scientific calculators became readily available, the mathematics faculty at DeKalb College evaluated their pedagogical advantages and disadvantages. Subsequently, since 1986, students have been required to have a calculator (scientific, then graphing). In 1989 we adopted a policy that students have unrestricted use of calculators with the exception that instructors may limit some test items to paper-and-pencil methods. That policy continues in effect, and we remain committed to full implementation of technology use in mathematics courses. We realized that with judicious questioning we could maintain a balance of problem-solving strategies: exact versus approximate results, and calculator versus mental computation. Software use is also part of our program. We use (or have used) *Minitab* (statistics), *ISETL* (discrete mathematics), *Derive, Converge,* and *Mathematica* (precalculus and calculus). Presently most calculus and differential equations classes use *Mathematica* in computer-equipped classrooms. An Instrumentation and Laboratory Improvement grant from the National Science Foundation and sustained support and commitment of the College supply funding. Previous College support provided a traveling computer for classroom demonstrations, software for open labs, and arranged a calculator-rental program. More recently, we have begun assimilating CBL (calculator-based laboratory) experiences into several courses.

A major strength in this program has been the faculty's willingness—across five campuses and across the years—to commit significant personal resources to remaining current with changes in technology and to incorporating appropriate changes into our courses. Most new activity is in instructional delivery. We have taught a few multi-campus courses using an interactive television setup and will pursue other distance learning opportunities.

Technology, however, is always subordinate to the curriculum. The criteria for using new technology are how will this enhance student learning, how will it facilitate teaching, how does it support the large goals of the course. In all courses and for all students our goals are that students become creative problem solvers, critical thinkers, reflective learners, and effective communicators. We do not teach technology; we teach mathematics. Numerous out-of-class opportunities, nevertheless, are given students who need help in mastering technology used in their course. And we do feel strongly enough about the value technology mastery adds to a student's experience that most course descriptions include specific technology skills in expected educational outcomes.

None of these carefully designed innovations would be worthwhile for our students without technology-proficient faculty. Recognizing that need early on, in the summer of 1990 we conducted three multi-day workshops for faculty. These covered not only hands-on experience with scientific and graphing calculators and a computer algebra system, but also discussions of appropriate uses of technology, effective instructional techniques, and the creation of classroom materials (class assignments, open-ended projects, test items). All full-time faculty and an impressive number of part-time instructors participated in these workshops. Since then, faculty have recreated portions of the workshops at local, regional, and national meetings. We have also provided tutorials and workshops, usually focused on a smaller area, such as a new release of *Mathematica* or reviewing the statistics course to make best use of the TI-83. In addition, a mentor program for new faculty (full- and part-time) guarantees students similar technology experiences.

The use of technology without doubt has enriched the teaching and learning of mathematics at the College in many ways. Because students acquire deeper conceptual understanding when they are able to work with multiple representations of mathematical ideas, we employ technology that supports symbolic, graphical, and numerical representations. As students move from one multiple representation to another, their work also builds problem-solving skills while they are using technology applicable to the workplace. More importantly, the incorporation of technology use in our mathematics courses opens the door to mathematically based careers like engineering for those who might otherwise be denied access to these areas. For example, roughly 50% of our first-term calculus students this quarter began mathematics at the college algebra level (or lower). Technology for distance learning and online courses will open this door to even more people.

Furthermore, technology experience may be one reason DeKalb College mathematics students successfully transfer not only to other state institutions, but also to private schools such as Emory University, Agnes Scott College, and MIT. Brian King, who went from DeKalb College to the University of Florida, from which he graduated with highest honors, has seen a number of doors open. He is now a doctoral candidate on a fellowship at CalTech—one of two offered to him. In a letter he wrote us recently, Brian credits the mathematics program at DeKalb College with his going "from a student who failed his math classes in high school to one in a graduate engineering program." He mentions Calculus III having been "offered in a way that integrated computer-based learning with the more traditional approach." His "initial fear was that [we] would use the computer programs as a crutch, sacrificing comprehension in the deal." Instead, "the computers allowed us to apply the [basics] of the subject to problems that would normally be considered beyond the scope that time allowed a class to pursue in such a course." He "took the entire calculus sequence and an introduction to differential equations before" transferring to UF, where he discovered that his fellow students "were continuously having to review calculus and differential equations," while he enjoyed a "huge advantage," being able to concentrate instead "on the subject at hand." Brian has concluded that DeKalb College's "intelligent integration of computers and traditional methods produces a superior student of mathematics."

The DeKalb College mathematics faculty agrees. Full and appropriate use of technology in all our courses has been more than an initiative; it is fundamental to our vision of our mission as mathematics faculty at a two-year institution.

Internet Teaching Techniques for Teachers: A Course to Train Faculty

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Essentially self-taught and taking two years to research and prepare my materials before going online, I began teaching composition and literature online in 1996. Knowing that I had gained valuable information about Internet tools, course design, online teaching techniques, and assignment creation, I created a course titled, "Internet Teaching Techniques for Teachers." I hoped that by sharing my successes and mistakes I could "jumpstart" faculty into using the Internet in instruction. Also, concerned that online education could easily be turned into a "correspondence" course where an instructor gives an assignment and the student mails it back for a grade, I wanted to show faculty that Internet tools could create a virtual environment. In addition I wanted to show how a classroom could be created online. My faculty training course was designed to give instructors experience as online students as they created their own course materials. It was offered in Spring 1997 and Winter 1998 to Delta College faculty who wished to incorporate Internet learning into the traditional classroom or who wished to develop entire online courses.

I understood the concerns and problems of my online students much better after I took a course online myself. In fact, research shows that educators traditionally teach the way they were taught. If one is taught primarily by lecture, course materials reflect the lecture mode. Practicing professors have not experienced learning online; therefore, professors may not have the experience to create online learning environments, instead limiting the an online environment to little interaction.

The course I created for instructors is innovative in five ways:

- It is an academic course.
- It places the faculty in the role of an online student to learn the course material, where they practice with collaborative techniques in a virtual environment.
- Faculty members taking the course are taught by a peer who is familiar with the academic culture that they all teach in; they are trained with the Internet tools available at their institution. These would be the tools the faculty and their students would use in an online classroom.
- The employee computer trainer attended every class meeting and was available during the week to aid faculty who needed assistance with tools, leaving me free to concentrate on curriculum concerns.
- Faculty received on-going support to develop materials after the course ended and when they first took their courses online.

My course is designed to model how an instructor could create a community of learners, incorporate collaboration, and teach content in an online environment. I have created a mix of face-to-face instruction and virtual classroom experiences for faculty to participate in. (http://www.delta.edul~anburke/institute/coursework) Participants create a project for use in classroom situations that uses at least two of the Internet tools taught in the course, create evaluation strategies for their Internet project, implement their Internet project in their classroom, and created a notebook/file of Internet resources. I provide mentoring as the instructors prepare material and teach online. In addition, I involve the employee computer trainer to support me as I develop the course and to support the faculty as they are learning.

A key part of a virtual classroom is the collaborative element. While I use the WWW to deliver pertinent information and to explain assignments, e-mail and discussion lists are the keys to my online classes. I use collaboration through e-mail and chat tools for reaming and community-building. My most important tool is LISTSERV, a software program that automates messages sent to a particular group. I use it extensively to facilitate class discussion during the first part of the course and in the virtual classroom. In addition, I introduce the faculty to several chat tools and have them use them to see how they could facilitate interaction in the virtual classroom.

Delta has already seen the benefits of this course's success:

- Two professors who took the course have courses online in political science and economics; another participant will be teaching online infection control by Fall 1998.
- A staff member who took the course now has created the college's Teaching/Learning Center web site.
- Numerous other participants are now using Internet tools in their day-to-day instruction.

In a time where faculty training costs are rising, faculty teaching faculty is an effort that can be duplicated on many community college campuses. This course is credited as part of my regular academic load; in addition, my academic vice president has graciously given me released time from teaching when needed to mentor faculty participants. While still a cost to the institution, the outlay is minimal compared to having an outside source train faculty. In addition, the benefit to having faculty trained within their own academic culture is immeasurable.

Electronic Based Instruction at DSCC

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Dyersburg State Community College is an institution of the State University and Community College System of Tennessee governed by the Tennessee Board of Regents. Dyersburg State accepts all high school graduates and GED graduates. As a comprehensive community college, Dyersburg State provides liberal arts, technical, professional, developmental, public service and enrichment credit and noncredit programs to persons in Dyer, Lake, Lauderdale, Obion and Tipton counties. In addition, Dyersburg State also provides instruction at its Gibson County Center in Trenton and at Crockett County High School in Alamo. Access to higher education at Dyersburg State is enhanced through partnerships with employers, schools, community agencies and volunteer organizations, and through telecommunications technologies. The College is characterized by a strong general education transfer program and a nationally recognized technology training program for business and industry, including the area's growing community of medical and health professionals.

During the 1994-95 school year, declining enrollment in evening business classes indicated a need to make education more accessible. Many companies in our service area had converted to 12 hour shifts and rotating shifts that made attending classes under traditional scheduling impossible. An effort to increase non-traditional class offerings at DSCC was initiated. Additional telecourses were identified and added to the schedule, self-paced computer software was identified and purchased for use in self-paced classes. Videotapes of existing lectures in Economics I and II were made and used to initiate telecourses in Economics. Electronics faculty developed software that could be used to teach Electronics I and 11 on a self-paced basis and the first Internet class at DSCC was developed and implemented. Every effort was made to provide students with the opportunity to continue their education through flexible scheduling of classes. As a result of these efforts enrollment in *Electronic Based Instruction* at DSCC has increased dramatically as evidenced by the enrollment data below:

COURSES	1994	1995	1996	1997
Telecourses	4 Classes- 74 Students	7 Classes- 124 Students	11 Classes- 412 Students	19 Classes- 597 Students
Self Paced			2 Classes- 35 Students	6 Classes- 130 Students
Internet				1 Class- 21 Students
Totals	74	124	447	748

Several significant factors must be considered when implementing or expanding a program of non-traditional education.

1. **Are we gaining new students or are we moving regular students to new classes?**

During the 1994-97 time period, enrollment at DSCC increased to the highest level in history. Of 22 institutions in the Tennessee Board of Regents system, only five schools demonstrated a sustained growth during this period. The growth in enrollment at DSCC directly parallels the growth in enrollment in Electronic Based Instruction.

2. **Is the quality of instruction in Electronic Based Instruction comparable to the quality the student would receive in a traditional classroom?**

At Dyersburg State a study was done of Economics I. This study compared the attendance, test scores, and GPA of a class taught traditionally and through telecourse using the same instructor, same lecture, and same test. The results of this study indicated no significant difference between the two classes. Telecourse students did slightly better on mid-term and final exams, but slightly worse on GPA due to a higher drop out rate in the telecourse. This indicated a need to warn students about the motivation required to be successful in telecourse classes and this warning has been added to all schedules. Another study was conducted in Windows 95 between a traditional class and a self-paced class and no statistical difference in results was identified.

3. How can testing be conducted for students who take Electronic Based classes due to work schedules?

Dyersburg State Community College has three campuses located in a radius of 50 miles. By allowing students to test at any campus and scheduling the exams to be completed within a seven day time frame, students are able to complete testing requirements without disrupting their work schedules.

4. Will the students suffer from a lack of social interaction?

Yes. The lack of social interaction is a serious problem but the alternative is not getting an opportunity to get additional education. A survey of 150 Electronic Based Instruction students at DSCC indicates that without the flexibility provided by these courses 75% of the students would be unable to attend college. The long-term solution to this problem may be solved through increased use of the Internet as an integral part of all self-paced classes that will provide an adequate opportunity for interaction.

As the need for additional education in the workforce increases, it is critical that educational institutions make efforts to provide that education. A comprehensive Electronic Based Instruction program can meet the needs of those students who cannot attend traditional classes due to work or family responsibilities.

Teachers Learning Computers (TLC)

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The Maryland Plan for Technology in Education indicates that "every learner has the right to have access and use of information and communication resources in the classroom, workplace, home, and community." Essex Community College has recognized the necessity of educating the future generations of Baltimore County in computer technology by investing in student computer labs, faculty office computers, Internet access, and a campus network.

Computer technology is so pervasive in our society that virtually every facet of our lives is affected by it. The use of computer technology is becoming a force in higher education, and educators must have the skills to introduce students not only to intricate computer software but also how to use technology to enhance their learning in all fields. To help students, educators must be able to use it in their offices, classrooms, computer labs, and in research and communications with students and colleagues.

In order to meet the need for faculty computer training, the Academic Computer Planning Group of Essex Community College has spearheaded a new plan called TLC or "Teachers Learning Computers." This plan focuses on the particular needs of faculty and is designed for individual attention. Faculty with extensive computer experience work as trainers with small groups of faculty "trainees" for a full academic year. Trainees have weekly hands-on computer workshops and access to on-call assistance; they also receive "goodies" such as software and books.

Beginners get hands-on instruction in word processing, spreadsheets, and an introduction to using the Internet. They have one-on-one assistance in developing materials that can be used for teaching. Faculty at the intermediate level learn to use multimedia packages and how to develop an on-line course. They have been able to apply their knowledge immediately in the classrooms. In addition, improved technology skills end knowledge will impact future design and delivery of career and technology education at ECC.

The President of Essex, Leila Gonzalez Sullivan, asked the Academic Computer Planning Group to devise a plan for faculty computer training using a small amount of money earmarked for this purpose, A subcommittee of faculty was formed from the various academic divisions. The committee had these objectives: to help all faculty, even "technophobes," to learn computer technology; to avoid schedule conflicts so teachers could attend training sessions; to follow through so teachers would have feedback and encouragement from their colleagues; and to produce immediate changes in the classroom.

It was decided to create three levels of training: beginner, intermediate, and advanced. We recruited faculty with extensive computer experience to be the trainers for the beginner and Intermediate levels. Trainers receive a course release for their weekly workshops and on-call assistance, An hourly consultant is used to answer questions for the advanced level of training,

The committee worked throughout the summer designing the training and recruiting trainers. Faculty with computer experience were asked to submit training proposals, which the committee used to select the trainers.

An invitation and application were included in the Dean's annual summer letter to all full-time faculty. Academic Division chairs were contacted and asked to encourage and solicit faculty to participate. Even with a very short turn-around time, many faculty submitted explications. They may not have been sure "what they were getting into," but they needed and wanted computer training.

The committee met again to select participants from the many applicants. This was the most difficult undertaking, but participation had to be limited to ensure the one-on-one advantages of TLC. Decisions were made based on the training needs and goals of the applicants, as well as to provide training across all disciplines.

All applicants were notified of the results before school started. At the first staff meeting, the president announced the winners and encouraged them to lead the way. TLC was launched.

Formal daily evaluations were used by the trainers to constantly assess the needs of the faculty and the effectiveness of their training methods. These evaluations were confidential for the trainer so that full disclosure and immediate benefits could be realized. Then at the end of the semester a program evaluation was completed by trainees for the committee to measure the effectiveness of TLC.

Ratings were high for "usefulness of workshop information," "Appropriateness of format" and "would recommend to a colleague" at both beginner and intermediate levels. Ratings were moderately high for "how confident do you feel about technology" and "how prepared do you feel to help other teachers." Those results will come with experience.

TLC faculty have disseminated the results of the program in various ways. Some TLC faculty gave a short presentation of their TLC work to an informal meeting of the Board of Trustees. At Essex staff development, TLC participants demonstrated their new expertise to their curious colleagues, helping to encourage others.

TLC is a fairly new program so we have limited documented results. However, all participants remained in the program into the second semester. We were also able to start a second cohort of enthusiastic participants who had been encouraged by seeing new signs of technical expertise among their colleagues; faculty have already been able to start using technology in the classroom and using the Internet for research and communications. While the TLC program is an in-service for faculty, the benefits will ultimately impact all career and technology initiatives at Essex Community College with local and state organizations.

Making Do

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Innovative, exemplary use of technology is often paired with substantial resources derived from grants or endowments. For Florence-Darlington Technical College, as for most institutions, these resources are few and far between. Innovation cannot wait on a windfall, however. Thus, the college has continuously implemented initiatives to maximally utilize existing technology to broaden the dimensions of our instruction. Three related initiatives are described in this application.

Since Fall term, 1994, all associate degree students take English 101 (freshman composition) as a full-term tutorial program using computer word processing. Every class meeting occurs in a computer lab and teachers provide one-on-one instruction as students write. The computers used are IBM PS/2, with WordPerfect 5.1. By utilizing "outdated" computers (available as a result of other labs' upgrade) and back-to-back scheduling throughout the day, all Florence-Darlington Technical College degree students participate in a tutorial, process-based writing program recognized by the vast majority of writing teachers as the most effective methodology. Ours is the only college in South Carolina requiring this program of all degree students. The location of this classroom is adjacent to the library so that students have immediate access to its resources during class.

In July 1996, Florence-Darlington Technical College became the first college in South Carolina to offer degree courses via the Internet. Lacking resources for technical support personnel to assist in course development and website management, individual faculty and staff created a college homepage and information links and placed this with a local service provider. English 101 and 102 were the first course offerings. Seven courses are currently offered, with four others planned for Fall 1998. These courses were among the first listed on the Southern Regional Electronic Campus website. Twenty-two students have successfully completed English 101 and 102. Thirty-two students are currently enrolled in Internet courses. Focusing on the computer hardware capabilities of likely students, the courses began as a simple web interface with e-mail correspondence as the primary means of interaction, since evolving into the use of suitable graphics, online presentations and quizzes, and graphic file transfer of student work and instructor evaluations. The use of the Web to provide online instruction and college information continues to evolve consistent with the most effective use of resources to meet instructional needs.

Florence-Darlington Technical College has been a leader in compressed video instruction in the South Carolina technical education system. When the college was approached by another technical college to provide course offerings unavailable on its campus and also acquired facilities for remote sites in nearby communities, a need was established for a means of offering interactive video instruction. Although several larger technical colleges had invested heavily in ITFS microwave technology since the 1970s, such a system was neither the most cost effective nor appropriate for our needs or resources. Lacking the availability of statewide coordination of distance education technology, a task force engaged in considerable research, analysis, and college visitations, and recommended the creation of a classroom using two-way compressed video for originating and receiving instruction. The Florence-Darlington Area Commission approved an expenditure from capital investments of $126,000; an existing classroom was converted to a distance learning facility using design and labor provided by college engineering technology students; a core group of faculty designed telecourses. Florence-Darlington Technical College currently offers twenty courses to other technical colleges. The receipt of a TIIAP grant in October 1997 will allow the college to construct two additional ITV classrooms on campus and two others at remote sites.

All of higher education is faced with the two realities of finite resources and the seemingly infinite demands for more learner-focused teaching methodologies. By meeting the latter reality while recognizing the first, Florence-Darlington Technical College has demonstrated that innovation is as much a process of rediscovering the potential of the old as much as it is exploration of the new.

Highline Goes to Hollywood

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Synergy—a reaction in which the whole is greater than the sum of its parts. The development of the "Highline Goes to Hollywood" course, an inter-disciplinary coordinated study of speech communication and multimedia technology, at Highline College in Seattle, WA., exemplifies the synergistic process.

When I initially envisioned the course in the fall of 1996, several important parts fell into place. First, the Basic Speech Communication course is a campus requirement for the AA degree and for most occupational programs. Students in our information technology strand often avoid the speech class until their final quarter or, in some cases, even drop out without a degree or certificate in order to avoid the speech course. Second, the Northwest Center for Emerging Technologies (NWCET) established a set of skills standards for information technology occupations, based on research among high-tech businesses in the area, and offered funding for curriculum development that would address those skills standards. Third, rather than being overly specific or vaguely philosophical, the skills standards clearly included a long list of skills drawn directly from the student outcomes of our Basic Speech Communication course. Finally, the NWCET awarded me funding to develop a template for a basic speech course that could be integrated into computer technology instruction.

The whole of this course, however, has become far greater than the sum of its parts. Originally, it was my intention that computer technology students would benefit simply by having a basic speech communication course in which their required public presentations could be about computer technology, with the intention of lessening their speaker apprehension. Once the template curriculum was applied to the interactive multimedia course, however, it quickly developed into much more. As planned, students are making their required informative speeches and group presentations on specific multimedia software topics, actually teaching each other about the technology. However, as they work both individually and in groups, they are also implementing and practicing the very communication theories they are studying—interpersonal, group process, conflict resolution. But that is not all.

Synergy occurs when students in the class work in groups using multimedia software to create projects. Ordinarily, project ideas might come from a text. In our case, however, the student groups use the software in order to create multimedia presentations and tutorials that actually teach principle topics from the Basic Speech Communication course. Not only does the course use speech to teach multimedia, but also it uses multimedia to teach speech. Students can exchange their multimedia creations in order to enrich their understanding of the communication skills that are required by the skills standards for information technology. They also can load their work onto the course website to serve as tutorials for students in other sections of the Basic Course on campus.

(see www.highline.ctc.edu/home/bclinton/Hollywood/barbara.htm)

"Highline Goes to Hollywood" excels in four specific ways:

1. Creativity: While the specific theories of the Basic Speech Communication Course remain the same, they are continually presented with new strategies, in new contexts, and with new examples, using the highly immediate multimedia format.
2. Efficiency: The course eliminates the intermediary step in the learning process of the two skills courses (speech and multimedia). Instead of learning speech skills, practicing them in a series of speeches on random topics, and then later needing to use them in a multimedia course to explain and sell one's ideas, students learn the speech skills and immediately apply them in a highly meaningful, concrete way. Instead of learning computer skills, practicing them in a series of random projects, and then later needing to use them to make a presentation in a course, students learn the multimedia skills and immediately apply them in a highly meaningful, concrete way.
3. Impact: The multimedia tutorials that are created in class help the individual student creators and the other students in the class to develop communication skills and to master communication theory. Even more important, by loading these tutorials on the class website, the students' projects can affect the entire college environment.
4. Replication: This curriculum for this course could be used as a template to develop similar courses on other campuses with very little difficulty.

Multimedia Instruction in the Classroom

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A year and half ago, administrators at Hutchinson Community College felt the urgency and responsibility to prepare students with skills necessary to thrive and lead in a rapidly changing technological environment. In order to educate these students, our faculty needed to get ahead and be knowledgeable of the technology changes. In response to this technology innovation, the Instructional Technology Center (ITC) came into being in the fall of 1996. The purpose of the ITC is to offer technology training to faculty, to provide them developmental tools, and to assist them in the production of multimedia, Internet, distance learning courses and instruction. A new faculty position, instructional designer, was created and Dr. Mingsheng Dai was hired in May of 1997.

The ITC is equipped with computers for both platforms (Macintosh and Windows/IBM/PC), a slide and negative scanner, a picture and text scanner, two 3-D scanners, a digital camera, a CD-ROM burner, a VCR desktop editor, a laser printer, a color printer, zip drives, laptops and multimedia projectors. The software installed on ITC computers enables preparation for multimedia presentations, audio and video editing, image/pictures manipulation, Web page development and design, and the production of computerized self-paced CD-ROM instructional modules.

To generate and promote faculty's interest in learning and using technology, multimedia presentation development mini-grants of $1,000.00 each were offered to nine faculty members in the summer of 1997, and twelve for spring and summer of 1998. Additionally, a new multimedia display classroom in the Student Union was furnished with a PowerMac, a PC, VCR, Elmo, Multimedia projector, built-in screen, different light effects, sound, and audio equipment for the fall semester of 1997. Two additional classrooms and one portable unit are in full use for the spring semester of 1998. There will be four more multimedia display classrooms available when the Advanced Technology Center completes in the next two years.

To train and assist faculty in developing and using technology, group training and one-on-one assistance have been available at the ITC. Since September of 1997, forty-seven computer-training sessions have been held at the ITC. Approximately seventy-five came to the training, most of them more than once. The training focuses on learning to use hardware and to manipulate software to develop multimedia presentations, image scanning, video and audio editing, Web page and Web-based course designing and developing, and etc.

At the end of fall semester of 1997, three classes taught in the multimedia display classroom were surveyed. Results from this survey stated that 87% of the fifty-three students strongly agreed or agreed that multimedia presentations were more interesting and more organized than a standard presentation and helped them understand the topic better. They also indicated they would like to see more multimedia presentations in the classroom.

Because of instructional and technical support of the ITC and the tremendous benefits of multimedia presentation delivery, more and more faculty are coming to the ITC for training and for checking out laptops for off-campus presentations, classes, workshops and seminars. The energy and interest among faculty in integrating technology into their courses has increased dramatically and continues to grow.

Going the Distance... Ivy Tech State College Introduces Distance Education

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Going the distance is just what Ivy Tech State College, Wabash Valley Region, located in Terre Haute, Indiana is doing for its students. Ivy Tech is now offering education at a distance. Sam Borden, Chancellor of the Region said, "It's a matter of access. Today and in the 21st Century, fewer people will be able to take the 'time-out' to attend college. Ivy Tech is the College of Access for a large portion of Indiana residents. We realized if Ivy Tech was to remain the Access College, the College would need to reverse the theme from 'bringing people to knowledge' to 'bringing knowledge to people.' The way to deliver that knowledge is through distance education. "

More and more homes and businesses are now equipped with computers and have access to the Internet and easy learning software. To stay competitive, Ivy Tech-Terre Haute developed Distance Education via the Internet.

A dedicated and talented team of 31 staff and faculty members came together to discuss, set six distance education goals, and create 37 courses that would be offered via the Internet. Once approved by the Regional Board of Trustees in 1996, courses were selected for inclusion and intense work continued through the spring and summer months. A major emphasis was placed on maintaining Ivy Tech's high level of academic standards in the development of the courses.

Curriculum and software were developed and faculty were trained to provide Internet instruction. Many Ivy Tech students who have enrolled in Internet courses have commented that there is more one-on-one communication with instructors through these courses. Assignments, questions, and answers are communicated through e-mail. A portion of courses may have a video included to be used for instruction. Some courses requiring lab experiments, will have kits or instructions for experiments to be completed from a student's home and then the results are mailed to the instructor. Most tests are given by using a "proctored exam."

Several successes were accomplished through the distance education initiative. A Corporate Partnership with GTE was established, which allowed Ivy Tech a greater opportunity to experiment with Distance Education initiatives. With the help of a $100,000 grant from the GTE Foundation, Ivy Tech offered 37 Internet courses and three full programs in the Fall of 1997. The projected enrollment of 240 hours for the first year was greatly exceeded in the first fall semester. Ninety-one students taking combined credit hours of 393, was an indication that Ivy Tech-Terre Haute was right on target in their effort to "bring knowledge to people."

Currently, the initiative Ivy Tech, Wabash Valley Region, has taken with distance education has provided all 13 regions of Ivy Tech State College the opportunity for statewide accreditation for distance education. A team from the North Central

Association of Colleges and Schools visited Ivy Tech's Wabash Valley Region campus to evaluate the Internet courses and to consider accreditation. Their visit was positive and Ivy Tech received a verbal recommendation for approval of accreditation. Ivy Tech is waiting final approval in writing.

The Technology Partnership for Computer Networking Training

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Purpose and Goals: The purpose of this project is to create a state infrastructure that will provide education and training in network technology for a two-year college and secondary computer technology faculty that will enable the implementation of a computer network management curriculum for the two-year technical students, a related curriculum for secondary students, and enable the utilization of computer networks as an instructional tool. The objectives designed to accomplish this purpose are as follows:

1. Establish an approved infrastructure to implement the training of secondary and post-secondary instructors in local area networks and telecommunication networks.
2. Educate and train a core of two-year college faculty who are qualified to implement an approved networking curriculum for technical students throughout the state and to utilize computer networks as instructional tools.
3. Educate and train a core of secondary faculty who are qualified to teach a networking curriculum for secondary students and to manage and utilize computer networks for instructional purposes.
4. Provide the training and resources to use the World Wide Web as a teaching and learning resource.

Preliminary Results: The project began in June of 1997 with a four-week workshop for middle school, secondary school, and two-year college teachers. Workshop participants consisted of two-year college teachers from the five partner colleges, middle/secondary school teachers who were to become the secondary partners of the two-year colleges in the Technology Partnership, and other two-year college and middle/school teachers from the state of Mississippi. There was a total of thirty participants—15 two-year college instructors, 15 middle/high school instructors. The workshop participants represented every region of the State of Mississippi.

The selection criteria for the two-year college teachers were (1) willingness to participate in the four-week workshop, (2) the need for an understanding of network management and administration, (3) the need to have the ability to teach the networking curriculum adopted by the public two-year colleges in Mississippi, (4) agreement to take and pass the Certified Novell Administration and/or the Windows NT certification tests, and (5) a recommendation by their immediate supervisor. The selection criteria for the middle/secondary teachers included (I), (2), (4), and (5) above, and, in addition, must be presently managing/teaching a class in which knowledge of network administration/management is needed. All participants must be working with students in a classroom and/or learning lab.

An instructional model was developed by the Jones County Junior College to be used across the Technology Partnership the next two summers.

The Summer 1997 workshop was held on the Jones County Junior College campus. During the summers of 1998 and 1999, the workshops will be held on all five two-year college sites. Starting Spring of 1998, two or three day Internet workshops will be held on each two-year college campus; the participants will be middle/high school and two-year college instructors. The content of the workshops will include use of the project web site and the Internet for instructional purposes.

The Summer of 1997 workshop participants were administered a pre- and post-content test consisting of one hundred and sixty-three questions. The content of the test included DOS and Novell concepts related to network administration and management—server and workstation. The content validity of the test was established by a committee of experts. The reliability coefficient used was Cronbach's Alpha; the test had an internal consistency of 0.85. In order for the workshop participants to receive their full stipend, they must take and pass (at a certified testing center) the examination to become a Certified Novell Administrator (CNA). Currently, seventy percent of the participants have passed the CNA exam; others will take/retake the exam during the school holidays. All workshop site instructors (two-year college and middle/secondary) must have passed the CNA exam to be eligible to teach. Presently, eleven two-year college instructors and ten middle/secondary instructors have passed the CNA exam. This same model will be used each summer of the workshops.

The two-year college partners and other two-year college participants in the educational programming of the project are initiating the implementation of a networking curriculum at their respective institutions. The curriculum is represented by series of courses concerning the installation, administration, and management of local area networking. As a result of the success of this NSF project, Jones County Junior College will participate in the development and will pilot a curriculum in Internetworking for the fifteen two-year colleges in Mississippi. Presently, there are plans for a secondary computer networking curriculum; the teachers trained by this NSF project will be involved in the process as will the two-year college instructors.

Future project activities: workshops in Windows NT administration/management, preparation for A+ Certification in PC Maintenance, two or three day workshops on special networking concepts, two national conferences (June 1998, February 2000), the project web site will be available for public use.

Kirkwood Community College Distance Learning Programs and Services

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The Kirkwood Community College distance learning system has a single goal: to improve access to education. Kirkwood was one of the first colleges with a comprehensive, live, interactive distance learning network. The Kirkwood Telecommunications System (KTS) has grown from one class delivered to one location for 30 students to a multi-component network. From the establishment of the microwave transmission system and Instructional Television Fixed Service system in 1981, to self-paced telecourses in the mid-1980s, the satellite uplink in 1990, the Iowa Communications Network in 1993, and Internet courses in 1997, the college has maintained its commitment to overcoming barriers to education.

KTS courses serve primarily credit students at off-campus learning centers, who comprise 74 percent of total instructional television registrations. For the fall semester of 1997, KTS registrations totaled 2,289 in 60 courses, an increase of seven percent over 1996. Registrations have increased over 25 percent since 1994. Students can earn associate of arts degrees and degrees in ten career option majors through instructional television. In addition, the college devotes two evenings per week to relicensure and re-certification programs for professionals in health, banking, real estate and insurance, and credit classes in men's and women's reformatories. Kirkwood also provides shared high school programming and college credit classes for high school students.

Self-paced telecourses and a 31-community cable network deliver telecourses to an additional 1,559 student registrations each semester. Continuing education programs such as cosmetology and nursing are offered to students in rural communities. Furthermore, Kirkwood regularly produces satellite conferences.

Technologies Employed. Four types of technology comprise the Kirkwood Telecommunications System:

- *Telelink.* The primary delivery system is Telelink, a microwave network linking ten classrooms in outlying Kirkwood centers to the main campus. Each microwave path carries video and audio signals in both directions.
- *Instructional Television Fixed Service.* When the microwave transmission facilities were constructed, four Instructional Television Fixed Service (ITFS) transmitters were constructed on the main campus and ITFS repeaters were located on the college's microwave tower sites in six counties.

  The ITFS A-1 channel is programmed with live classes that are repeated throughout the seven-county area to 40 receive classrooms. Currently, 29 elementary and secondary schools are equipped with ITFS reception and audio response hardware. Through this network, schools can receive high school courses which would not otherwise be offered.

  ITFS channel A-4, the cable television network, is programmed with telecourses and general interest programming. The Kirkwood channel can be seen in 80,973 homes.
- *Iowa Communications Network.* Kirkwood Community College has had an active role in the development of the Iowa Communications Network (ICN), the statewide fiber optic network that transports interactive audio, video, telephone, and data signals. The network reaches over 500 educational endpoints in the state's 99 counties. The entire network is interconnected so any site can originate and feed to any or all endpoints.

  Kirkwood uses the ICN for video-based live/interactive credit or non-credit classes, as well as other educational telecommunications traffic. Classes originating outside the Kirkwood service area, including graduate coursework from the state's public universities, can also be routed to Kirkwood facilities. Likewise, Kirkwood classes can be transmitted to any other site statewide.
- *Satellite Video Services.* Satellite videoconferencing benefits on-campus departments, organizations, and area businesses. Using satellite receive

dishes and an on-campus distribution network. The system is available for delivery of selected college activities or as a community service. Programming can be delivered on a national or international basis. The college also serves as an anchor site for the Community College Satellite Network.

Internet. Kirkwood has begun offering courses via the Internet and uses the Internet to support its Guided Self Study courses. Students can explore classes extensively on their computer before enrolling to determine their comfort level with this format.

Student Services. Kirkwood's county learning centers are at the heart of support services for distance learners. Over 100 self-paced, Internet, face-to-face, and KTS courses are offered at each center each semester, allowing students to earn an associate's degree within 30 miles of their homes. At each center, staff provide services such as advising, tutoring, testing, career counseling, and financial aid. Students can register for credit, community education, and high school completion courses at their local center. The centers also offer library search and request service, computers for student use, and receipt of tuition for any college class.

Exemplary Features. Kirkwood has used the Iowa Communications Network to develop the nation's first statewide articulated program in fire science. The 120 students enrolled in this program can earn the associate degree by combining general education and business management classes at their local community college with Kirkwood's technical courses over the ICN. Kirkwood currently has agreements with eight four-year institutions in Iowa and Illinois to accept the state's only fire science associate degree into their bachelor programs. A mentoring program and electronic bulletin board service for student advising complete the program. Participation in endeavors such as this maintain Kirkwood's edge in providing accessible, quality education and training in response to community needs, as the college mission mandates.

Tutoring Technology

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The ever-increasing student use of tutorial services and the concomitant depth of student need poses a problem to many institutions of higher learning: how can they serve more students with greater needs without an unreasonable escalation of cost?

The Learning Center tutors and administrators at Lakeland Community College met and explored the use of alternative instructional delivery systems as a means of leveraging tutorial resources. The center's computer lab was discussed and deemed underutilized in terms of supplemental tutoring applications. One solution was as to develop "in-house" tutorial modules in a CD-ROM format in support of those courses with large student enrollments and significant current use of tutorial services. Basic Algebra was chosen as the pilot course. Most tutoring for this course relies on repetition of similar problems to assist students in seeing patterns of method and begin to internalize basic concepts such as reciprocity, isolating the unknown, and use of formulas.

A production team was formed which included the Chair of the Math Department, the Director of the Learning Center, the math tutors, and a production engineer, who is an engineering tutor pursuing his Master's degree in computer-media interphase. The team reviewed the course syllabus and text for Basic Algebra and developed 8-10 "exemplary" problems for each chapter in the order in which they were included in the syllabus. The team felt it was important for the modules to match closely with the material being presented in the class.

Tutors were videotaped working through the exemplary problems. Each step was explained in detail as to method and also to underscore the concepts being illustrated by the problem. The video tape was stored directly onto a hard-drive and then copied onto a blank CD. A member of the team then used HTML software to provide a "point and click" menu and indexing system for the student to find and activate the desired module. Videotaping was done with a standard, manual camcorder in a cubicle at the Learning Center. The camcorder and microphone were connected to a Pentium 90 computer equipped with a sound blaster, video blaster and writable CD drive.

Using this process, tutorials were produced that would allow the student to insert an appropriate CD in the CD-ROM drive of the Learning Center's computer lab and directly access, both visually and auditorially, the solution to, along with the explanation of, a problem that relates directly to their Lakeland course. Using a computer mouse the student selects a problem from a list that is indexed by textbook chapter and course topic. The solution to that problem is then demonstrated in a video that plays on the computer screen. The professional tutor is viewed writing the steps on a chalkboard with a concomitant explanation of the of overall concept and justification of each step. The student, using the computer mouse, can stop the presentation at any point, backtrack to see and hear the explanation repeated or skip ahead to view advanced steps.

These CD's have several advantages over standard video-tape and paper and pencil packets. Students can pinpoint almost instantly a particular problem or type of problem they wish to review. It is easy to repeat stops and to jump to previous problems when needed. The CD's do not require a separate room or use of limited VCR equipment and they are highly durable. It is not practical to include extensive narrative in paper and pencil packets to explain each method in even a simple algebraic solution. As a result, students often learn methods by rote without understanding the reasons for the manipulations of the"givens" and "variables." Tutors on the CD's give in-depth verbal instructions and elaborations while demonstrating the solutions. The CD's provide a multi-sensory method of learning which includes vision, hearing and even motion to enrich the leaning process. Finally, the CDs are "customized" to the course that the student is taking in terms of order of presentation, content emphasis, and consistent methodology.

Those CD's do not replace tutoring sessions, but allow students to optimize their one-on-one time with the tutor. Rather than practicing basic steps in a tutoring session, the tutor can focus on problematic concepts and answer specific questions. Unlike the limits of individual tutoring sessions, the CD's are available for use six days a week, and as often as the student can come to the computer lab to use them. Also, students will not always ask a tutor to repeat a problem for fear of appearing slow. Students using the CD's can repeat steps and problems as often as they like at the privacy of a computer terminal.

Based on the success of the Basic Algebra pilot, the Learning Center subsequently produced a set of CD's for Intermediate Algebra, introduction to Chemistry, a technical Math series, a Physics series, and Logic. These CD's are now in their second year of use and have been rated as highly useful by students and are actively promoted by the faculty. Student evaluations showed that 90% of students who used the CD tutorials rated them as a "highly significant" factor in their overall course achievement. Lakeland faculty are excited about the possibilities presented by the availability of this technology. Plans for future projects include taping supplemental lectures by faculty, development of modules appropriate for English/Humanities courses, student orientation modules, and taping student presentations.

Tutorial services at the Learning Center of Lakeland Community College are exceptional in several ways. Unlike many centers who use student/peer tutors, the Learning Center employs an average of 60 "professional" tutors, meaning that they hold a bachelor's degree or higher in the field in which they tutor. In addition, tutorial services at Lakeland are certified as a Level II-Advanced service by the National College Reading and Learning Association. All tutoring is free to students enrolled in credit courses.

The Virtual College Instructional Development Team

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Lansing Community College nominates its Virtual College Instructional Development Team for the NCIA Exemplary Initiatives Competition. The Team's innovative collaboration made possible the production and delivery of a unique opportunity to students in Michigan—the first completely virtual degree available from a Michigan community college. Moreover, this bold feat was accomplished in the space of a single year utilizing an exemplary model of faculty training and curriculum development replicable in any college committed to a team dynamic. Now in its second semester, Virtual College enrollment has exceeded all expectations and the student feedback has been highly positive. The following narrative outlines the challenges, collaborative method, project impact, and contributions to professional development.

The Challenge: Innovate And Create: In the fall of 1996, Lansing Community College decided to create an Associate Degree which was to be delivered by completely asynchronous means. The "virtual college" degree option would take advantage of existing and developing technologies and provide increased opportunities for access and degree completion not presently available to LCC students. Technologies considered for the delivery of this program included World Wide Web/Internet based courses, as well as telecourses which would be modified to allow for increased communication and interaction between the instructors(s) and the students.

The college committed to a consistent format, a "common look and feel" for all virtual college courses, making them easier for participants to accept and use. Further, the college decided to incorporate the best principles of instructional design in all virtual college course development. Moreover, the task had a daunting one-year timeline in which to transform sixteen traditional courses to ones that could be successfully delivered any place any time without abandoning quality or high-touch student service. Thus, the Virtual College Instructional Development Team was born.

When the Virtual College Faculty Development Team began its work, the widely held consensus was that their task could not be accomplished. How could a group of faculty, from diverse disciplines, with a wide range of experience with computer and Internet technologies, as well as a highly uneven instructional designing background, agree on common formats for instruction, much less apply sound instructional design principles to the redesign of existing courses? Moreover, how could those tasks ever be accomplished in time for those courses to be available for student enrollment in fall semester, 1997?

Collaboration With Colleagues: A Replicable Team Model: Lansing Community College is a large and comprehensive, urban institution, with a full-time faculty of over two hundred, and nearly one thousand part-time faculty members.

The faculty who had volunteered their courses and involvement in the Virtual College Associate Degree project came from several different disciplines and divisions across the college. The Team included full and part-time faculty, as well as staff from the College's Information Technology and Planning Office and from the College's Business and Community Institute Instructional Development office.

The team met weekly, beginning in January of 1997 and continuing throughout the semester, facilitated by one faculty member and one instructional design staff member. Both facilitators had an instructional design background and were experienced in developing instructional units for use by business and industry. As a first step, it was necessary for the group to get to know one another and to agree on the purposes and directions of the Virtual College Associate Degree.

Indicators Of Campus Success, Internal And External Impact: As a result of tremendous team cooperation and collaboration, as well as extremely hard work on the part of individual faculty members, the task has been accomplished. The Virtual College is in its second semester, enjoying high enrollments and positive student feedback. In Fall 1997, sixteen faculty taught 18 courses on-line in 21 sections, including 289 students and 875 credits, comprising 3% of total College enrollment. In Spring 1998, the college is offering 28 courses, (33 sections) for 480 students and 1,566 credits, 2.9% of total College enrollment.

Furthermore, the team's success has had an impact in three major areas. The first lies in their understanding of the power and pleasure which can occur when a diverse group comes together and works as a team. The opportunities for interaction and cooperative work have reduced isolation and eliminated barriers disciples and divisions. Despite diversity of approach and discipline, they created a sense of unity and common purpose: the student must be served and served well.

A second major impact is the number of faculty, both from this group and from among their colleagues, who now wish to include technology-based learning opportunities in their other classes. In contrast to many institutions which find it difficult to inspire faculty to adopt instructional innovations, the work of this faculty team has spurred significant growth in technology options and interest.

A third area of significant impact has been the primary goal of the project: the expansion of learning opportunities through the Virtual College Associate Degree program. The Virtual College Associate Degree allows students with time and place constraints to enroll for the courses they need to complete their degree from anywhere, anytime. The Virtual college Associate Degree is the only one of its kind at a public community college in Michigan, and is one of a small number of such programs around the United States.

Other Indicators Of Campus Success: Professional Development: The results of the Virtual College Faculty Development Team activity have created an extensive legacy of excellence and innovation for their colleagues. As The Fifth Discipline Fieldbook points out, they have established an environment for recreating and promoting new models of relationships. The teamwork and collaboration promoted a working environment in which creativity flourished, providing a concrete example of the value and impact of a participative process.

In addition, faculty competencies across the college have been greatly enhanced. Faculty and staff who had little or no experience in instructional design principles now have a firmer grasp of good practice. Everyone involved expanded their skill in virtual learning technologies. Moreover, software applications, unknown six months ago, are now nearly commonplace across the college, even among non-Virtual College faculty.

Intercultural Sensitivity Courseware

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In the Fall of 1996, I began teaching a new course I created entitled American Pluralism and Identity. The goal of the course is to introduce students to the rich multicultural heritage of the United States and had been created in response to the pervasive ethnic and racial tension in Los Angeles country as evidenced by the civil unrest of April 1992. To enhance student experience with the course, I authored a multimedia computer courseware entitled "Intercultural Sensitivity."

The Intercultural Sensitivity multimedia courseware is based on the Intercultural Sensitivity Scale created by Dr. Milton Bennett. The Bennett scale is a developmental model that defines and identifies the stages individuals occupy in their attitudes and sensitivities toward people who are culturally different from them. According to Bennett, individuals may be in complete ignorance or denial of difference, they may be fully aware and actively integrating difference into their lives, or they may occupy one of four other intermediate stages, identified as defense, minimization, acceptance, and adaptation. Because humans are complex, they may occupy several stages depending upon their attitudes toward different "others." Learning the scale enables students to think about issues of cultural diversity and ethnic and racial group interaction based on a clearer understanding of their values and behaviors and the values and behaviors of others.

Using multimedia to teach the Bennett scale had never been attempted before. I adapted the courseware for use in both the classroom and in the laboratory. In its classroom use, the courseware provides students with a visual, audio, and text-based tutorial on the scale. This prepares the students to engage in a group activity where they apply the scale to statements about historical and contemporary topics related to the five major ethnic groups. In the laboratory, the courseware engages students in a self-paced activity designed to apply the scale to their own sensitivity toward those who differ from them ethnically and racially. Students examine twenty-five ethnic and racial encounters and select the statement which best characterizes their sensitivity toward each scenario. The test generates feedback for the student in the form of a profile of their sensitivity toward cultural difference by indicating the number of responses for each stage. This enables students to see patterns in their responses to others. Such feedback is a powerful tool in changing student consciousness and awareness of their intercultural sensitivity.

The courseware could be widely adopted by other colleges and in a variety of courses because it can be placed on a CD-ROM. It may be used in the U.S. history survey courses, in comparative world cultures courses, and comparative world religion courses, as well as in the comparative ethnicity course it was originally designed for. It may also be used in speech classes addressing intercultural communication. It has applicability for ethnic studies courses even though they focus on a specific group. Indeed, given the separatist tendencies in such courses, it may be an important corrective reminding all groups about the others of our society.

The courseware has non-instructional uses as well. It has been presented to the state-wide counselors in the Puente Program (a state-wide initiative to keep Hispanics in college), and could be used by counselors at colleges undergoing dramatic demographic changes in terms of ethnic composition, and thus in need of promoting intercultural sensitivity. It has also been used in presentations at student sponsored cultural diversity programs.

I have seen major indications of success:

Among faculty, computer based instructional courseware has already changed the face of instruction at the campus. As the first courseware developed by a faculty member using the campuses' multimedia design facilities, it has been offered again and again to other faculty as an example of what can be done to introduce innovation into instructional strategy. Today, dozens of other faculty members are busily engaged in creating their own courseware.

It has impacted student attitudes and learning. Careful thought has gone into the integration of the sensitivity scale into instruction. The courseware has effectively enhanced learning outcomes. The tutorial activity has never failed to excite and engage the students in discussion about their sensitivity to difference. When brought into the classrooms of my colleagues, the result has been phenomenal as well. It is now in demand from a variety of instructors across the social sciences and humanities. The courseware clearly taps into a deep strain of anxiety and energy Americans have about themselves, but empowers faculty and students with a language that enables them to discuss these concerns in a non-threatening way.

The self-test activity has proven to be particularly popular. Students are assigned the self-test activity twice during a semester, once at the beginning and once near the end. The profiles generated by the tests are used in a writing assignment where the students discuss and analyze their sensitivity to difference, patterns they may have in response to difference, and any changes in attitude that may have or may not have occurred in the course of the semester.

We are now completing the second year of American Pluralism and Identity, which has proven to be very popular course, in part because of its innovative approach to addressing issues of intercultural sensitivity. According to student evaluations, American Pluralism and Identity ranks among the most stimulating courses at the college. As the course and the courseware's reputation has spread, it has become an in-thing on campus for colleagues and students to take the Intercultural Sensitivity self-test on their own, to see what their patterns to difference are. Thus, the course and courseware have impacted both the faculty and student populations at Long Beach City College, inspiring the former to embrace innovation, and the latter to examine and deepen their attitudes toward diversity.

Serving the Under-served:
On-line Learning Partnerships Enabling MATC to Serve Disadvantaged Adults

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The dropout rate in Wisconsin increased during the 1996-1997 school year, a fact directly attributable to the number of dropouts in the Milwaukee Public Schools (MPS). These statistics were reported in a media announcement, December 18, 1997, from the State Superintendent of Schools, John T. Benson. According to Benson, the statewide dropout rate increased from 2.448 percent in 1995-1996 to 2.675 percent in 1996-1997. Milwaukee's dropout rate alone increased from 9.92 percent in 1995-1996 to an alarming 13.46 percent for 1996-1997. A student is considered a dropout if he or she leaves school between the 9th and 12th grades and does not transfer to or re-enroll in another school or alternative educational program. Milwaukee Public Schools serve approximately 103,000 students in K-12. Therefore, approximately 13,853 students dropped out of MPS last year. These staggering numbers reflect a variety of changes occurring in Milwaukee. Despite high employment, 70% of Wisconsin's poor reside in Milwaukee. Many of the higher wage jobs are moving to the suburbs, taking with them a higher skilled labor force. This has contributed significantly to the expanding gap between the Haves and Have Nots in the community, and the pervasive cycle of poverty that exists within its inner city families. Nationwide there are 44 million adults without high school diplomas.

The MATC Adult High School On-line Diploma was developed as a means of addressing Milwaukee and Wisconsin's dropout problem. Students forced out of school to tend to families will be able to use the MATC computers in community based organizations, MATC Academic Support Centers, and the On-line Learning Center to complete their education via the on-line Adult High School courses. Dropouts and W-2 parents can build their reading and writing skills and improve their employment prospects by getting their high school diplomas on-line. MATC's partnership with CBOs throughout the greater Milwaukee area enhance delivery by providing easy access and recruitment capabilities. The appeal of the on-line courses has expanded the profile of prospective users and has opened several other new markets that were not anticipated with the original instructional design. In addition to serving (1) adult high school drop outs and non-completers, the On-Line High School Diploma Program is attracting (2) at-risk high school students with only one or two credits to graduate; (3) individuals with high school diplomas who need math, science or other credits to enter a post-secondary education program; (4) people with disabilities who are confined to their homes; (5) middle school gifted students who are being registered in the high school math and science courses; (6) older adults who were intimidated by the prospect of returning to school; and (7) rural dwellers who can't travel to Milwaukee to attend the Adult High School. While the school recruits in Wisconsin, it attracts students from other parts of the country and has even had occasion to assist a foreign student in meeting the graduation requirements of his country. Each course is affordable, costing only $14.30 per credit, and MATC has been able to serve all of the under-served populations mentioned above.

Results: In the 1950's Milwaukee Area Technical College established an Adult High School for students 18 and over. This Adult High School is one of only two such schools in Wisconsin that are accredited by NCA (North Central Association) and offer a globally recognized high school diploma certified by the Wisconsin Department of Public Instruction. During the past year, Milwaukee Area Technical College (MATC) has expanded its AHS delivery to include 12 on-line high-school courses (Adult High School On-Line Diploma Program). The curricula are specifically designed for adults who are looking for a self-paced, flexible system for completing their high school education. The courses are proving highly successful in helping individuals who cannot attend, or do not succeed in a traditional classroom, earn their high school diplomas. The instruction takes place over the Internet using a curriculum specifically designed for students who are motivated to work independently toward high school graduation. Using various media (interactive computer conferencing, as well as conventional reading materials), students receive instruction, ask questions of the instructor, and of each other, discuss issues and actively participate in the class—all from their homes, offices, MATC Academic Support Centers, On-line Learning Center, Workplace Learning Centers, or Community Based Organizations

In addition to the high school courses, the MATC AHS introduced Parents and Children Partners On-Line, a developmental reading program. This program helps the adult learner recall and develop, through practice, the basic reading skills and other skills necessary to function as an independent, strategic reader. It stresses processing skills, comprehension skills, memory strategies, and the strategies required by each content area (science, math, literature, and social studies) to make learning in that content area meaningful, integrated, and transferable. The required reading focuses on "Helping Your Children Read" and functions not only as the practice material, but provides the adult readers with many good ideas to help their children become better readers. The goal is to break the cycle of illiteracy in families. The on-line high school courses and Parents and Children Partners On-line program allow students more flexibility in setting schedules and pursing fields of personal interest. They also gives students ultimate control of their own education.

Computer-Mediated Developmental Studies

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The developmental English (ENG 1103), Math (MAT 1103), and Reading (REA 1103) courses at the Mississippi Gulf Coast Community College (MGCCC) represented traditional, semester college courses. Students were placed into these courses as a result of testing designed to screen them out of the English Composition I course and/or the College Algebra course. Thus, students placed into developmental courses comprised a broad range of instructional levels corresponding to multiple learning needs relative to English, Math, or Reading. The traditional semester courses failed to address the multiple instructional needs of these students as they targeted an instructional mean which was both above and below substantial numbers of students.

MGCCC faculty and administration restructured the courses utilizing an instructional design developed to overcome the barriers to individual instruction for these students. Utilizing computer assisted instructional software, the latest technological advances, and computerized management systems, the new courses are offered through individualized instructional plans to students.

Incorporating open entry/exit, self-pacing, IP grading, and the portfolio of student work as an accountability measure, the new courses have the potential benefits of:

1. moving higher level students through a course in a more time-efficient manner;
2. providing instruction at a "success level" for lower-level students thereby increasing retention;
3. increasing the efficiency of GED transfer and continuation through the open entry mechanism;
4. increasing the efficiency of instructors, i.e. instructors will work with student only to the point the student demonstrates mastery of the identified competencies; and
5. increased accountability measures, i.e. the program is competency driven, and student work is documented through standardized entry and exit examinations and writing samples.

The new courses were implemented in the fall semester, 1997, and long-term tracking efforts to measure the effectiveness of the new design are in progress.

Initial analyses of student performance for English courses taught by three different instructors on the Jefferson Davis Campus, in comparison to student performance from the fall semester prior to implementation of the computerized design, indicated the failure rate for the course declined from 41% to approximately 8%, and the retention rate overall increased by 2%. A broader based, longitudinal analysis of data for the new instructional design will be implemented after the first full year of the project.

The Assistive Technology Lab: Instructional Support for Students with Disabilities

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North Harris College is recognized throughout Texas as a leader in disability services and higher education. The college's Strategic Goals specifically address the college's commitment to students with disabilities. The Assistive Technology Lab described in this nomination reflects the college's dedication and commitment to making post-secondary education accessible to students with disabilities.

The Assistive Technology Lab provides students with disabilities academic support and access to North Harris's classes and programs. The lab is supported by a lab assistant and student assistant. It is located within the college's Learning Center, where it is within easy proximity of tutors, reference materials, and instructional support services. Additionally, the lab maintains equipment in the college's Assessment Center, which allows qualified students to utilize the equipment when taking exams and writing papers.

Located within the lab are computers that have been equipped with special software and adaptations that enhance accessibility for students with disabilities. The lab includes voice activated computers; scanner/readers; software which enhances computer text and controls glare; Braille translator and printer; and computers with voice output, specialized key control, and word predication. The voice activated computer enables students who are unable to use their hands to utilize the computer by voice. Students who have significant writing disabilities also find the voice-activated computer to be helpful. The scanner/reader allows students to scan any printed document and have the computer either read the document using voice output or to translate the document into Braille and print it. This piece of equipment enables the college to provide students with disabilities access to printed information in an alternate format, such as Braille, computer disk, or cassette tape. It is important to note that the lab's close proximity to the tutoring labs and library enables students to easily obtain print materials and books in any of those locations and convert the text to an alternate format. Other computers in the lab are equipped with software that allows the students to control the size of the computer text and to change the background color for better control of glare, which allows students with very low vision to effectively use the computer. Specialized key control and word prediction enhances the use of computers for students who experience difficulty with hand dexterity.

It is not only the equipment within the Assistive Technology Lab that makes it exemplary. It is also what is accomplished through the lab. Students are able to function more independently within the college environment. The skills that are learned within the Assistive Technology Lab are readily transferable to a work environment. State of the art equipment provides the students access to information through a variety of modalities, including print text, computer text, distance learning, e-mail and the Internet Through assistive technology, students are not only learning skills that enable them to fully access the college and its programs; they are also learning skills that will enhance their lives, their work, and their leisure activities.

The Assistive Technology Lab also supports faculty and instruction. A faculty member is able easily convert handouts and tests into alternate formats through the lab. The faculty member gives the lab the materials which need to be converted into alternate formats, along with directions as to whether the materials are to be returned to the professor or forwarded to the Assessment Center. The lab can convert materials that are on disk, paper, or e-mail. Once the materials are received, conversion is usually completed within 24 hours and the newly converted materials are returned to the faculty member or to the Assessment Center. This enables the professor to provide materials to ALL students at the same time, including those students needing alternate format. It also facilitates the testing of students who need accommodations and alternate formatted tests by providing the tests in the appropriate format for the Assessment Center, which proctors the testing and maintains the security of the tests.

North Harris College's Assistive Technology Lab is innovative and supports the college's goal of promoting accessibility for students with disabilities. Other Texas colleges and universities use this lab as a model for developing similar programs.

Take a Teacher Home

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For the past five years the North Harris College Mathematics Department members have developed and implemented activities that are designed to increase the academic success and persistence of academically under-prepared and special needs mathematics students. One of the most successful resources that was developed for the students is the "Take a Teacher Home" video series.

"Take a Teacher Home" instructional videos have been designed to explain and exemplify potentially difficult concepts covered in two of the three developmental mathematics courses, pre-algebra and introductory algebra. Final exam reviews have also been made for both of these courses for students to use in which all the problems have been solved in detail. Videos that covered all of the topics in intermediate algebra and college algebra were produced. In fact, these two courses are now available as distance education courses in which the students may check out all the videos from the library and watch them at home. If these students have homework questions, they may use the Math Lab in which both professional and students tutors are available 74.5 hours per week; the instructor in the course is also available. Video titles have been correlated to the chapter and section in the textbooks being used in each of the courses. These correlation sheets are given to all mathematics students enrolled in courses in which videos are available. All students taking developmental mathematics courses attend a Math Lab orientation at the beginning of each semester.

The mathematics professors at North Harris College have produced all of the videos. They can also use the video equipment to tape lecture enhancement topics for students to view in the Math Lab. The video equipment is located in the mathematics area of the college, easily accessible to the faculty. The person making the video can operate one camera and an Elmo; no other support personnel are needed. The faculty member can switch back and forth from talking to the student to solving a problem by writing on the Elmo. Five VCR's are used to make copies of the videos for check out to students. Faculty from other departments are welcome to use the equipment when it is not in use by math faculty. In fact, faculty members from the economics department have been trained by math faculty and have used the video equipment.

During the fall semester, 1997, over 7000 videos were checked out of the library by North Harris College mathematics students. In addition to the videos being located in the library for check out, the Math Lab also has copies of each that a student may view while in the lab. Students who are absent, hesitant to ask classroom questions or who are in need of a slower pace and a review have expressed positive comments about the availability of the videos.

The administration has been very supportive of the video production efforts; a stipend or release time (approximately equivalent to a 3-hour course) has been awarded each semester to a full-time faculty member to produce the videos. In addition to producing videos that cover the developmental mathematics courses and college algebra, some trigonometry videos were also produced. During last semester the professor decided to produce calculus videos, using two different delivery methods for student use and also power point presentations with video clips integrated into the presentation for faculty use. When this project is complete, a student will be able to interact with the software and click on the icon to bring forward the video if he/she so desires. The other way a student can use the calculus video is to use a VCR to view it; the video clips automatically become a part of the presentation, and all will be on video. If used as a power point presentation, the professor may access the video clips during the power point presentation if he/she desires.

All of the videos that have been produced have been made available to the three other colleges in the North Harris Montgomery Community College District, our two Centers, and Wayland Baptist University, which requested copies of the intermediate algebra and college algebra videos.

"Take a Teacher Home" videos are an integral part of the resources available to students at North Harris College.

Arizona Constitution and Government via the Internet

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The state of Arizona provided seed funding to develop ALS—Arizona Learning System, which was intended to create alternative modes of instruction for higher education. Northland Pioneer College used a dedicated amount of startup money from the state to develop and pilot the course, Arizona Constitution and Government, to be offered via the Internet.

John Deaton, a resident faculty in sociology, in partnership with Instructional Media + Magic of Washington D.C., spent six months developing the course. John Deaton structured the curriculum and content and IM + M provided the technical expertise and software used to create the Internet based course. It was decided that the use of a consultant, who specializes in Internet course development, would create a state-of-the-art course more efficiently and effectively than the use of in-house experts, or the investment of training Mr. Deaton in web based software.

This course is self-contained and allows students to work through the material at their own pace and at any location which has Internet access. Arizona Constitution and Government was designed to utilize the strengths of the Internet. Those strengths not only include instant access to information, but access to a depth and breadth of information not nominally afforded in traditional classrooms. Extensive use of governmental web sites as well as other academic and private sites have been integrated into the fabric of the course. Students do not have to purchase any additional texts, but make use of the information written specifically for the course as well as data and information gleaned from Internet sites.

For example, in the section on the executive branch of government students will read through a section of material specifically written for the unit. Various photos have been embedded beside the written work for students to view. As students progress through the written material they will encounter a number of links to various executive branch web sites that they will visit. In the unit on political parties, students are provided with numerous links to different political parties in

Arizona. Students are given the opportunity to visit these sites and explore even more links to other Internet locations. Information located in these web sites are an integral portion of the course and students, in order to answer certain questions in the quizzes, must refer back to them on occasion. This type of integration of current information about governmental operations, and political issues into the course provides for a unique and exciting learning experience.

Students send in their assignments through e-mail and are required to participate in asynchronous discussion rooms, as well as complete self-selected activities related to the course. The discussion rooms center on current political issues of the state, and students are asked to explore their own political views as well as respond to others. Students must also engage in activities, many of which are Internet based, such as e-mailing a state legislator about current legislation. These activities are designed to stimulate the student to become an active participant in the political process. In order that students are informed of their progress, the instructor regularly e-mails them, and participates in the discussion rooms.

This delivery format has the ability to be adapted by other colleges. Many states have a state constitution course as a requirement for teacher certification, and this mode of delivery could easily be developed in a similar manner to that of NPC's course. Students from across Arizona, or anywhere with Internet access, have the opportunity to enroll, make efficient use of their time, decrease the necessity to travel, and experience an enriched educational environment. The open enrollment, as well as the self-paced format facilitate student scheduling needs as well.

Northland Pioneer College's course can be viewed by bringing up NPC's home page at www.northland.cc.az.us, clicking on courses and then Arizona Constitution and Government. One would then be able to experience the nature of the course first hand and explore how the Internet is used and how easily students navigate through the course. This course has been online since January 1998, and initial student response is very favorable and the quality of the assignments are exceeding Mr. Deaton's expectations.

The Electronic Audio Visual Request Form

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Oklahoma City Community College employees use many types of Audio Visual equipment in their classroom presentations. A thirty two inch television and a one-half inch VCR, with requested library tapes, or 35mm slide projections may be a method of enhancing delivery of a presentation. Oklahoma City Community College Audio Visual equipment may be ordered by using the Web Electronic Form. This provides more efficient delivery. Each faculty or adjunct instructor may use the Web developed Audio Visual Request System Main Menu. The Web address is: http:/mercury.okc.cc.ok.us:8080/avrquest/ avmenu.htm. This form will be added to a College home page. In the past, all audio visual equipment, televisions, VCR's, projectors, etc., were requested by each faculty member/ employee by manually filling out a written AV request form. This form was delivered or sent to the AV delivery department. The new Web electronic form may be accessed through the Internet, and completed by typing in required information, mouse bubble checking desired equipment, designating library tapes and requesting delivery by transmitting the AV form electronically via the Web . Each user of the form may verify that the order has been sent and is available in the Audio Visual data base by viewing the complete audio visual List Form. The Audio Visual Technician will extract all data from the form, select the equipment and deliver it to the designated classroom. The technician will pick up the equipment according to the form listed pick up time. This effort will save time and dramatically improve access for the faculty/employee user to the AV Equipment. The availability of equipment is maximized and made available for other users.

The faculty member/employee user accesses the Internet by typing in the Web address, book marking the address for future use, and mouse clicking on the "AV Request System Main Menu." Two selections will appear: 1. Make a new AV Request; 2. View requests for a specific date. The requester will select and click on "Make a new AV Request." The Audio Visual Request Form will come up for completion. The name, department, telephone extension, classroom number, delivery date, delivery time, pickup time, media title, library request for tapes, films, and format will be typed into the blocks of the form. Mouse click by bubble checking desired equipment. Special instructions may be typed into the Comments block. After completion of the form, the transmission of the form will require a computer click on the Submit block, and the form has been sent to the AV data base. Or, the requester may click on Clear to start a new AV request form. Each requester may check the submission/verification. The requester may access the "View AV Request-List Form," enter Search Date, and click on the view box and determine that the order has been placed in the AV data base.

The Web process has simplified the AV delivery of equipment and material to classrooms. The use of the request system is fast, less complicated, and time saving for the classroom AV equipment user. The daily listing of requested equipment is viewed by the AV technician. Equipment and library material is selected, delivered, and picked up from the classroom according to the user's instructions. This new system has been in use since January 2, 1998, and is available to more than 700 faculty, adjunct faculty, and employees at Oklahoma City Community College. This system could be used by any college or university. The use of the Web address will allow any faculty member/user to select the form on campus or at home and order Audio Visual equipment. The only requirement for making this work is that the user must have access to the Internet.

Panola College Interdisciplinary Technology Project

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For the past two years Panola College has been involved in an Institution-wide Reform project to foster increased and improved use of technology in academic instruction. This project is supported by the National Science Foundation through a grant which provided funding for curriculum development and a multimedia computer lab. The goal of the project has been to develop a model framework which is easily adaptable to other two-year colleges as well as to localized units within larger institutions.

The heart of the project is a broad interdisciplinary theme cross-linking concepts and applications among science, mathematics, English, history, and other core academic disciplines. Through such connections, students develop a greater appreciation for an overall education and a greater understanding of the increasing role of science and technology in ordinary daily endeavors. The interdisciplinary nature of the project is reflected in the directors of the project who are Dr. Susie Evers, Chair of the Division of Science and a physics instructor, and Mrs. Lillian Cook, Chair of the Division of Letters and instructor of English and Spanish. From student survey information the project directors have learned that students enjoy the interdisciplinary lessons and believe that they have learned more because of them. Many students who were not able to use computers before the project began report that they have become computer literate and believe that the knowledge will help them later.

Many of the students at Panola College are non-traditional and earned their high school diplomas before the technology boom. Many of them, therefore, have little or no understanding of computers. Since Panola is a rural college, a large percentage of our students have limited access to the resources available to those who live near large cities. A high priority of the overall project is to enable our students to achieve more facility in using computers and other technology, as well as to learn to understand connections among disciplines and between school and the real world.

The work of this project has produced a collection of self-contained instructional activities, each having a technology component and each having at least a dual disciplinary connection. The range and variety of the activities reflect the creativity that can be achieved by faculty from disparate disciplines working together. For example, the freshman English activities now include an interpretive writing activity based on video clips from the *Physics Cinema Classics* and instruction in lab report writing. The introductory physics class features context rich problems from the texts of Edgar Allan Poe and Mark Twain, stressing critical reading skills and creative extended thinking, rather than rote complex algebraic formula manipulation. Dr. Evers has written a physics problem called "The Battle of Hastings" in which she combines kinematics graphing and an imaginative detail of the history of the famous battle. Her problem called "The Pit and the Pendulum" addresses both the strength and beauty of Edgar Allan Poe's prose and points out how many physical references Poe includes. Mrs. Cook has designed a poetry analysis on Robert Frost's "Mending Wall" that includes a discussion of the physics principle of entropy. She has also written an activity entitled "Connections: Poetry, Allusions, and the Physics Principle of Wave Intensity." The lesson includes a quotation from Shakespeare's *Henry VI*, "Glory is like a circle in the water. . ." The quotation is related to the idea of glory in Robert Lowell's poem "For the Union Dead;" finally, a connection is made with the Civil War movie version of *Glory*. As a point of reference, the English students view a physics experiment which illustrates the principle of wave intensity, and they are asked to find a correlation between the diminishing of the intensity of the wave as it propagates outward and the diminishing of glory with time.

Faculty participation in the project has been encouraging. Many faculty members take their classes to the lab for Internet research, for virtual labs, and for producing compositions and papers on computer software! Activities in the project link mathematics with political demographics link psychology and literature, link developmental reading with science biographies, and so on. To date, the project has developed more than thirty original activities through the collaboration of twelve faculty from eight disciplines. Almost every student on our campus has been impacted by the project. The computer lab has had heavy usage. Panola College administration has been extremely supportive. Campus faculty have requested and been given the opportunity for increased training in educational technologies. The materials from the project have been disseminated through presentations and workshops at English teacher conferences, physics teacher conferences, and community college consortiums. Four papers have been published describing the project and more are in preparation. Response has been enthusiastic. From the inquiries we have received and the feedback comments, we believe other faculty in other colleges will readily adapt material from this program for their own use.

Publication of the complete description of the project model and the package of activities from the project is planned for the fall of 1998.

Computerized Classroom Presentation with Keypad Questions as Compared to Traditional Classroom Lecture

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The scientific demonstration will present a model multimedia classroom that uses a multimedia computer, projector, individual student response panels and accompanying software. The results of an accompanying study that explored the impact of computerized classroom presentations with keypad questions on student achievement, acquisition of critical thinking skills, and student satisfaction in an Associate Degree program will also be presented.

The Nursing Department at Parkland College utilized a $15,000 grant received in 1995 from the Helene Fuld Trust to further equip a large multimedia classroom with student response panels that interface with a multimedia computer station, and projector, along with software from Hypergraphics Corporation. Using the contructivist theory of learning, faculty are striving to create an environment where students in a National League for Nursing Accredited Associate Degree Nursing Program actively create their own knowledge rather than depending upon teachers to interpret information (Jonassen, 1995). Use of multimedia classroom presentations fosters students' critical thinking and decision-making skills while providing faculty with the ability to verify the student's ability to apply concepts presented and respond to questions via the response panels. Student responses are tallied and immediately available for class feedback and focusing further class discussion.

Five Associate Degree nursing faculty are engaged in a study (N=240) for the purpose of determining whether any significant difference exists in student achievement (H), acquisition of critical thinking skills (H), and student satisfaction (H), when students receiving computerized classroom presentations with keypad questions (experimental group) are compared with students receiving traditional lecture and classroom discussion (control group). Sections in two first-level and two second-level courses (one, one-hour issues course; and one, five-hour medical-surgical clinical course at each level) will include quiz average and numerical course grades for student achievement, test-retest on first and last day of class using Form S of the Watson Glaser Critical Thinking Appraisal for critical thinking skills and five faculty-generated items contained in the course evaluation form for student satisfaction.

References: Jonassen, David H. (1995). Computers as cognitive tools: Learning *with* technology, not from technology. Journal of Computing in Higher Education. 6(2), 40-73.

Writing About Psychology: An Interactive Video Approach

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The purpose of this initiative is to team-teach an interdisciplinary distance learning class which combines first-year English composition and first-year Psychology classes.

Combining these two core disciplines into one 2-hour block permits students to look at writing as a means of creating and expressing the psychological knowledge which they learn in a way that others can understand; as a result, students become valuable resources for one another as their confidence grows. This is a proven method for strengthening retention among students. Retention, outreach, and student success are three significant goals here at Prestonsburg Community College; in fact, this distance learning via compressed video initiative clearly supports these primary goals of many community colleges across the country.

While distance learning technology is rapidly becoming more and more part of the academic mainstream, many professors have little experience with this delivery method. In a recent article in The Chronicle of Higher Education, the scholar Dr. Cheyenne M. Bonnell suggests that more research is necessary before distance learning technology can be utilized to its fullest potential. "The key," according to Dr. Bonnell, "is to avoid having the computer and video technology dictate the pedagogy." This initiative invites an in-depth study of the impact of this technology on our students.

As well, this initiative is unique in a number of respects. First, this class is team-taught and requires writing skills as primary assessments for psychological material. Second, this course is taught using compressed video, distance learning technology. Target students include advanced high school students as well as college-age students, thus increasing our community outreach involvement while utilizing existing alternative educational delivery systems. Third, this initiative allows us to utilize a grant we were recently awarded from the University of Kentucky Community College System entitled "Compiling Freewriting Activities for Application in English 101 and Psychology 110 Distance Learning Classes." Briefly, this grant is allowing us to create new and original images for freewriting exercises in distance learning classes. These images, along with the evaluation/assessment tools which we've devised, will be forwarded to the University of Kentucky Community College System for use by other distance learning faculty.

Therefore, our initiative helps students fulfill existing general education competencies while putting course materials in a broader, more innovative context.

We assess the results of the course by comparing student grades from English and Psychology classes taught by us in traditional classroom formats versus student grades obtained via distance learning technology in our interdisciplinary class. In addition, we compare student evaluations from the traditional and the compressed video classes. Ultimately, we would like to have the opportunity to compare our results with research from other colleges which evaluates the effectiveness of distance learning technology.

Educational Technology & Telecommunications

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Pueblo Community College, through the Educational Technology & Telecommunications Department, provides a wide variety and comprehensive array of products and services which use technology in the delivery of educational and training programs Educational Technology & Telecommunications oversees KKPC AM 1930, the college radio station; ETV Channel 18, the college cable channel; telelearning through interactive television, telecourses, distance learning, and college by cassette; satellite uplinks and downlinks; telecommunications, educational/training program delivery through T-1/ISDN (2-way audio/visual) transmissions, Broadcast Production Technology which benefits the community through innovation via PCC Production Works, and other instructional technology delivery mechanisms. Educational Technology & Telecommunications maintains the electronic linkages between the College and its satellite centers in Fremont County, the Southwest Centers in Durango, Pagosa Springs, and Cortez, the Community Learning Center at the Pueblo Chemical Depot, the School District #70 Technical Academy at the Industrial Park, as well as the connections to the CCCOES and CCHE bridges. Educational Technology & Telecommunications is a leader in the nation in the use of technology in the educational and training arena Educational Technology & Telecommunications is housed on the Pueblo Community College campus.

Pueblo Community College has one of the best infrastructures in all of Southern Colorado. The complete integration of TV, Radio, Satellite, Internet, and Video Conference allows opportunities for faculty, students, government, and business/industry to communicate with the rest of the world. Pueblo Community College, in conjunction with other community colleges and major universities, are providing a wide variety of telecommunications opportunities. The telecommunications department supports the telecommunications needs for any aspect of the educational process. From television and radio broadcasting to live video conference Pueblo Community College's telecommunication department makes the Pueblo community connection world wide. Pueblo Community College's commitment to excellence not only connects you to the world but gets you there in style with state of the art equipment that is the talk of the Southern Colorado communities. The integration of top quality telecommunications teams and one of the states finest educational institutions puts Pueblo's students, government, and business and industry in an exciting and advanced environment to better their lives and business operations.

Services include:

- Audio Production
- Computer Graphics
- Computer Animation
- Multi-media Creation
- Radio Broadcast (KKPC)
- Television Broadcast (ETV)
- Video Conference
- Video Editing (Linear and Non-linear)
- Video Production
- Web Page Creation

Pueblo Community College is a member of the consortium for the educational programming on TCI access Channel 18. The telecommunications department is responsible for the signal transmitted from Pueblo Community College campus to TCI. ETV is dedicated to bringing our students and viewing audience the best in Educational Programming.

Current ETV Programming:

- Interactive Television
- Telecourses
- *PCC Profiles*
- *The Coaches Show*
- *Pueblo Hotline/KKPC*
- *A Better Life/A Better Way*
- Pueblo School District #60 Football
- USC Baseball

Cues, Clues, Counseling Tools **Web Site**

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Background: The Counselors' Council membership consists of academic counselors from the six academic divisions. This Council is part of Sinclair's governance structure and serves as a forum to examine and resolve concerns related to academic counseling and advising issues. The Council meets on a bi-weekly basis with an elected Chair presiding. Ad hoc committees are formed to address special topics. Representatives of the Council attend President's Cabinet, Instructional Council, Academic Council and Faculty Senate in order to give and receive information as it relates to academic counseling and advising. The Chair of Counselors' Council reports to the Vice President of Instruction.

Rationale: Academic counselors provide many services to assist students in obtaining maximum accessibility for educational opportunities (i.e. providing general information, goal development assistance, and/or degree/certificate attainment). In addition, the academic counselors provide administrative support to the Division Deans, Chairpersons, faculty and other staff.

The Counselors' Council Team Plan states its vision, mission, beliefs and goals for Sinclair's academic counselors. This Plan emphasizes collaborative partnerships with students to aid them in reaching their education and career goals. To assist students in achieving their goals, the College provides them with access to necessary tools. Therefore, the Counselors' Council is developing a Web site entitled, "Cues, Clues and Counseling Tools" to serve as an alternative delivery system for students. Development of this Web site supports Sinclair's Core Indicator, Access to Success, and the Counselors' Council Team Plan.

The "Cues, Clues and Counseling Tools" Web site will afford students the opportunity to access "at-your-fingertip" information. This Web site will serve as a technological front *door* to the College by providing general advising information, while also providing links to the Divisional academic counselor web pages. This new Web site will allow students to electronically retrieve academic information from anywhere.

Implementation Plan: The Web site will include the following:

- A stationary bar entitled "Cues, Clues and Counseling Tools."
- Purpose of the academic counseling Web site will be stated on the first page, along with instructions on how to navigate the site.
- Program/Interest section will list possible areas of interest. Once an area of interest is selected, a link to the appropriate division will be displayed.
- A Frequently Asked Questions (FAQs) section will include a search box on every page that will access information from both the College catalog, and the Counselors' Council Reference Manual. Once a search has been performed, the results will be displayed.
- An Articles section will feature *Notes from the Counselor,* a weekly column submitted by the Counselors' Council to Sinclair's student newspaper The Clarion.
- A Survey section will be designed to include questions for students to evaluate their experience in using the Web site and to provide assessment tools for future improvements.

Summary: This innovative approach creates a new avenue to serve the needs of a diverse student population. This Web site addresses the growing demand for any time, any where counseling support as it relates to outreach and retention efforts. Its use of the electronic medium, unlike traditional counseling delivery systems, responds to the changing needs of a global society.

EmPower!
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Project Description: *EmPower!* is a creative collection of learning activities, templates and techniques that enable faculty, staff and students to take the first steps towards interactive multimedia development. It's all about helping folks to join in the paradigm shift towards instructional facilitation, student centered learning and enhanced communication.

EmPower! is actually five distinct and innovative activities:

1. *EmPowerPoint!:* an introductory workshop on lecture and communication enhancement.
2. *Let's Get Interactive!.* an introductory workshop on interactive multimedia development.
3. *Video a Go-Go!:* a series of workshops on video production and quality standards.
4. *HIS 115: Digital Graphics I:* a 10-week course on digital presentations and interactivity.
5. *HIS 297. Introduction to Multimedia:* a 10-week course on interactive multimedia development and authoring.

Background: *EmPower!* was initiated in 1995 in response to a need for faculty and student training in multimedia softwares and techniques. Our first meaningful effort on the project was an informal survey of League for Innovation schools to see if any were pursuing projects or activities similar to what we planned for *EmPower!* None of the responding schools indicated they were conducting such training. Two years later, helping faculty integrate technology into instruction (a primary underlying goal of *EmPower!*) was the most cited technology concern among League schools. (see Signals, January 1997.)

Objectives: *EmPower!* is a symbolic name that describes our project's two major objectives.

1. It stands for *E*ducation through *M*ultimedia = *Power!* The power to teach more effectively, the power to learn more effectively. Through facilitated hands-on activities and discussions, we seek to help faculty and staff to better understand the power and possibilities of well designed multimedia as an educational and communication tool. Just as important, we help folks get started on their first or next multimedia project by providing hands-on instruction, templates, tools and techniques that help them understand where to start and how to plan and develop multimedia.
2. We work to empower faculty, staff and students. Again, through facilitated discussions, demonstrations, extensive hands-on activities and freely offered templates and resources, we work to eliminate the mystery and anxiety of new paradigms and the technology associated with multimedia. This gives faculty and staff the opportunity to become excited (or at least more confident) about instructional change and their potential role in it.

Indications of Success on Campus:

1. *EmPower!* provided a variety of faculty and staff development opportunities at a fraction of the cost that would be incurred through outside trainers.
2. Program and course quality is improved whenever a staff, faculty member or student uses an *EmPower!* resource or technique to improve communication or instruction.
3. *EmPower!* workshops has helped faculty, staff and students to understand and use proven and efficient techniques for developing well designed, quality multimedia products.

4. The quality of the Applied Arts curriculum has been enhanced by the multimedia courses and projects we continue to develop as part of the *EmPower!* program.
5. *EmPower!* workshops and classes generate added revenue for the college.
6. Presentations of our work at three, well received League for Innovation conferences has helped in some small way to further Sinclair's reputation as a leader in education, technology, and student, faculty, and staff development.

Concluding Remarks: *EmPower!* has exceeded our initial expectations for the program and led to our involvement in a number of related activities and many spirited discussions and debates about the opportunities of instructional change and new paradigms. Our presentations of the project at the last three League for Innovation Conferences on Information Technology has also revealed strong interest in the *EmPower!* concept among our peers at various community colleges across the country. The program can easily be adopted and customized for use at other colleges and universities. In fact, the audience response at our League presentations and our habit of freely sharing information and resource materials no doubt has led to the development of similar or better programs at some of these schools.

Incorporation of A.D.A.M. Software into Anatomy-Physiology

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Physiology, more so than anatomy, challenges students entering the Allied Health curriculum at Sinclair. Student time is valuable so the learning strategies must be chosen carefully. Interactive multimedia seemed to be a pathway to help students succeed in this area, but only anatomy software was available in the first days of this technology. Then, along came A.D.A.M. Software Inc. and Benjamin-Cummings Publishers, with multimedia physiology CD-ROMS. These software modules were excellent in explaining difficult physiological concepts; they were entertaining, up-to-date, and targeted to the level of our current textbook. Worthwhile, yes, but when first introduced, at a price of $250 each, they were too expensive for students and barely affordable for the department. Yet, they were so good, the Biology department found funds to purchase several of the CD-ROMS.

Later, in the Winter of 1996, A.D.A.M. Software, Inc. announced an award competition granting $20,000 in Anatomy and Physiology software to the schools that could best meet and implement a shared vision with the A.D.A.M. Software company in the use of its products. Biology faculty saw this as an opportunity to enhance the department's use of a valuable learning tool. We decided that our department and Sinclair Community College had a better-than-even shot at winning, since many factors coincided for us at the right time:

- New multimedia hardware in our department
- A strong technical support staff
- A wide range of possible users, high school through the associate degree students

- The construction of a new Center for Interactive Learning to display the software and host workshops.
- A strong plan for departmental use of A.D.A.M.

This package, to showcase, utilize, and promote the A.D.A.M. software, was strong enough to win the award in the Spring of 1997.

Since then, we have focused on the departmental plan to use A.D.A.M. and on the expansion of its use outside the department.

Our departmental goal was to empower students to use the software independently. Our 4-step plan was as follows:

1. Introduce Software in the Laboratory
   We introduce them to A.D.A.M. in the laboratory. There they are taught skills to help them navigate through the modules. They must also complete an assigned module during the class period over which they will be tested.
2. Assign Software Topics Outside of Class
   We have selected certain topics that are ordinarily covered in lecture and changed them into "outside of class" assignments.
   A.D.A.M. modules are accessed at multiple sites on campus:
   The Learning Resource Center, two open computer laboratories, and the Biology self-study open laboratory.
3. Use Study Questions As a Guide to Travel Through the Module
   Sinclair Biology faculty have written a question to accompany every screen of every module of every A.D.A.M. Physiology CD-ROM now available. Students use these as interactive sign-posts in their interactive travel.
4. Reinforce Physiology Through Faculty Led A.D.A.M. Review Sessions
   Each week, an Anatomy / Physiology faculty member facilitates an informal, non-required, topic review using A.D.A.M. as the primary instructional vehicle. It has taken on the character of an interactive, tutorial session with a very relaxed and positive atmosphere.

We strengthened the use of A.D.A.M. to Younger and To More Advanced Students outside the department by:

1. Acquainting High School Students with A.D.A.M. Software. Sinclair is fortunate to be part of the Tech-Prep Consortium, a group of 64 Ohio High schools and technical centers which prepare and send their students into Sinclair associate and certificate programs. Making anatomy and physiology modules available to those facilities with multimedia capability enhances their courses and also introduces them to a learning format used at Sinclair.
2. Providing A.D.A.M. to Upper Level Program Courses at Sinclair. Instructors in the Health Information, Management, and Radiology Programs were also given software to supplement their courses and for their students to review.
3. Conducting A.D.A.M. Instructional Workshops. To facilitate high school and associate degree students, their teachers attended workshops led by Sinclair Biology faculty on the use of the software.

Student Usage and Student Comments:

- About half of the students used the modules 2 hours or less.
- About half of the students used the modules more than 2 hours.
- Virtually all students worked with the software alone.

- Over half of the students felt more confident about the tested material after working with the software.
- About one-quarter of the students bought their own set of physiology modules.
- Only a small percentage of students took advantage of the Review Sessions. Scheduling conflicts and the voluntary nature of the sessions were likely contributing factors.

Student feedback has been overwhelmingly positive:

> "A.D.A.M. is a great source of supplemental help."
>
> "A.D.A.M was extremely helpful to me and still is."
>
> "It made things easier to understand."
>
> "...helpful in preparing for both lecture and lab exams."
>
> "It's great!!"

It is not necessary to win an award to add this software to a course. A "7-pack" of software is available for instructors which includes the 5 physiology discs plus a practice practical disc for exams, and instructor's disc. "5-packs" are sold to students containing all the physiology modules. In addition, A.D.A.M. Software and Benjamin-Cummings Publishers have collaborated to shrink-wrap the 5-CDs along with Elaine Marieb's textbook, Human Anatomy and Physiology for an additional $20. This is a tremendous savings to the students.

The presentation of the physiology concepts is so good that students' attitude toward difficult material is improved; they feel better about their ability to grasp the ideas after working with the software, which, after all, is the point.

Instructional Multimedia Collaborative Learning Computer Laboratories

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As the only technical community college in Massachusetts, Springfield Technical Community College (STCC) has made an ongoing commitment to the utilization of interactive computer-based multimedia to enhance learning. Since 1992, 25 faculty members have designed and presented multimedia lesson materials for their students. This effort was initially supported by a Title III Strengthening Institutions grant.

The Initiative: The instructional multimedia initiative continues to evolve. The college has committed considerable resources to this program which embraces student centered instructional approaches. Small groups of students work together in two specially-designed computer labs to work with instructional content in wide areas of study. We believe that these laboratories represent an exemplary initiative in the use of technology.

The two labs consist of eight networked learning stations, each placed on kidney-shaped tables. The stations support interactive videodisk and CD-ROM-based interactive multimedia learning materials, and World Wide Web technologies. One of the labs supports IBM Infowindows compatible interactive videodisk software for the nursing and allied health fields. In addition, each lab has a comprehensive teaching podium connected to data projection and audio equipment. In one of the labs, each learning station may be switched to the data projector so that one group may share its work with the whole class.

Because of the potential distractions presented by eight different audio programs originating at the learning stations in combination with collaborative student discussions, we designed a special audio intercom system which utilizes headphones with microphones. This intercom system is unique and essential to the implementation of a cooperative learning environment using amplified audio.

Opportunities: Due to recent trends in the demographics of the community college population, student-centered instructional approaches have gained popularity. Collaborative learning is especially appealing when used with students of varying cultural backgrounds and with non-traditional students who have returned to school for a career change. Studying with others lessens the isolation of the school experience while enhancing the diverse skills, knowledge, and experience of today's typical community college students. Moreover, it prepares them for the modern team-based work environment.

Faculty also benefit from the perspectives on learning and learners that collaborative learning approaches provide. Students participating in well-designed multimedia courseware practice critical thinking activities leaving the professor free to get behind her students to monitor, guide or challenge their thinking. In addition, the instructor now gains a clearer notion of her students' needs and can revise the lesson based on those insights. Faculty also benefit from opportunities to engage in new teaching methods through evaluating and implementing commercially available and custom-made courseware.

Success: Since the opening of the multimedia learning labs in 1996, over 2500 students have utilized the learning laboratories in formally scheduled sessions directed by their instructors. Fall semester of 1997 saw 1300 visits alone, with numbers continuing to increase. Students in the labs represent many different departments in the college including Nursing, ESL, Occupational and Physical Therapy Assistant, Dental Assisting, Mathematics, .Biology, and Respiratory Therapy. The labs have also been used by middle and high school students and training groups in the human services, healthcare, and education professions

Commitment: President Scibelli and Executive Vice President John H. Dunn continue to support the activities of the Multimedia Services Department providing ongoing resources for software and equipment maintenance and purchase, and human resources.

Dissemination: The activities of the STCC multimedia program have been shared with others in the professional community through a presentation at the League for Innovation in the Community Colleges Annual National Conference in Kansas City (1995) and through a special session presentation at the National Conference in Phoenix (1996). The multimedia initiative has also been shared in a number of statewide conferences representing several disciplines, and the 1997 Learning Resources Association of California Community Colleges Conference in Los Angeles.

Computer Academy

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In the Summer Semester of 1996, the Technical College of the Lowcountry (TCL) began the Computer Academy, a series of one credit hour computer courses as a convenient and effective method to learn about microcomputers, application software, and networking. Academy courses are offered in a weekend and week day format and range from basic to advanced skill levels. The design of the Academy allows participants to start at their own appropriate level and master only those skills needed. Classes include courses like Presentation Graphics, Microcomputer Maintenance and Upgrades, and Web Sites and Home Pages.

Computer Academy courses are taught by TCL's faculty in our Technology Center which houses a state of the art, twenty-five station multimedia computer lab. Each one semester hour computer course provides an opportunity for professional development and teacher re-certification credit. Because of the equipment in the Technology Center and the structure of the courses, TCL was granted the ability to offer courses for re-certification credit for South Carolina's public school teachers even though these are undergraduate credits.

Each Computer Academy course offers one semester credit hour and provides thirteen and one-half hours of instruction. Students use the instruction manuals that come with their computers and most often are not required to purchase an additional textbook The courses cost $42.00, the standard cost for one credit hour of instruction at TCL. With the addition of a one-time $10.00 application fee to enroll in the College, for most students $42.00 is the only cost for each course.

TCL has contracted with several public schools in the area to offer classes on either the TCL campus or the public school's home campus to teachers employed at that particular school in a time frame that fits the schedule of the school. The most popular format has been to take an entire course in one weekend consisting of one Friday evening from 6:00-10:00 p.m. and one Saturday from 8:00 a.m.-5:30 p.m. A second popular format has been for a class to cover three weeks from 5:00-7:15 p.m., two nights a week.

During the Fall Semester of 1997, there were 524 students enrolled in Academy classes on the main campus in Beaufort and at the two regional campuses in Hilton Head and Hampton, This success is a direct result of our listening to citizens of the surrounding communities and TCL's Computer Technology advisory committee and providing Courses that people want in a format that can fit into their lifestyles.

The Academy courses have been an opportunity for TCL students to become involved in training with many community leaders, as well as small business owners and our local military population stationed at the Marine Corps Air Station, Parris Island Recruit Depot, and the Beaufort Naval Hospital. TCL students have found many valuable contacts is these classes. Every associate degree program requires at least three credit hours of elective coursework and many require six hours. As there are very few job descriptions that do not require at least a minimum of computer skills, advisors often recommend that students take these courses as a method to easily fit computer NetWare, software, and Internet training into their curricula.

Ms. Jamie Pinckney, Assistant Principal at M. C. Riley Elementary School on Hilton Head Island, South Carolina, writes of the Computer Academy training of her faculty and staff, "The Staff has become computer savvy and earned re-certification credit with minimal stress because of on site availability. The TCL personnel have been very supportive, flexible, and accommodating. We have worked together on the class syllabus, the days classes are offered, and the length of classes. We appreciate TCL assisting our school in moving forward with the integration of technology into the curriculum."

In a recent Computer Academy class, the occupations of the students ranged from small business owners, to a public school principal and assistant principal, several administrative assistants, company managers, and home computer users, in addition to our TCL students. Recently a student e-mailed a TCL instructor with a word of thanks for the instruction he received in the "Web Sites and Home Pages" class. "You are to be commended," he wrote, "for your ability to convey such technical information to adults with a variety of computer knowledge and skills. Thank you for your relentless enthusiasm while sharing and answering our questions over and over and sometimes over again."

The future of the Computer Academy is almost as unlimited as the new innovations in hardware, software, ant the Internet itself. As technology advances, so will the need for more short-term computer instruction for potential students in all walks of life.

Environmental Biology in the Field: Using the Calculator-Based Laboratory System and Distance Learning Technology

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Background: Waubonsee Community College is located approximately 60 miles west of Chicago in the suburban area near the I-88 Research and Development Corridor. In the spring 1997 semester, over 10,000 students were served in 119 areas of study. The college is a founding member of the Telecommunications Instructional Consortium and serves as a model for a statewide telecommunications network. It has also been designated as one of two state Distance Learning Centers.

Classroom Technology: As a leader in distance learning, Waubonsee Community College's division of Health and Life Sciences has taken the initiative to incorporate new technologies into the student curriculum. The college has developed a Calculator-Based Laboratory (CBL) system for students enrolled, primarily, in: Introduction to Biology, Environmental Biology, and Principles of Biology I; and, secondarily in: Introduction to Biology Laboratory, Principles of Biology II, and Field Biology.

The CBL is a portable and versatile data collection device for science classes in general, and biology classes in particular. A wide range of Vernier probes, such as the pH system, dissolved oxygen probe, and EKG sensor, are connected to the CBL interface. Data collection with the CBL is controlled by programs on the calculator. Since the CBL is battery powered, it can be taken out of the classroom for experiments in the field or to a distance learning laboratory. Within the classroom, the CBL can be used as a low cost alternative to desktop computers for collecting and analyzing real-world data.

The calculator-based laboratory system allows students to perform a multitude of hands-on experiments in the following areas:

1. Ecology (i.e. terrestrial and aquatic ecosystem analysis, abiotic and biotic influences on organisms, and factors which influence decomposition).
2. Environmental Biology (environmental pollution, toxicity, total dissolved solids determinations, dissolved oxygen measurements, acid deposition sampling, quality assessments, water analysis, and soil analysis).
3. Physiology (electrocardiography, exercise physiology, respiration, enzyme activity, calorimetry, fermentation, water absorption and transpiration in plants, phototropism and photosynthesis).

Traditional Introductory Biology lab classes, with their specialized equipment and materials requirements, will not work in the distance learning environment. However, the small size of the probes, and portability of the CBL system makes it ideal for distance learning usage. A combination of multimedia technology and small scale hands-on activities are compatible with future distance learning programs. (Tolsma and Jones 1993).

Summary: Waubonsee believes the implementation of the Calculator-Based Laboratory system has greatly enhanced student experience in the Biology Department. And, it is anticipated that this project will encourage similar efforts in using technology within the Health and Life Sciences division. Evaluation of this project since its implementation in the fall 1997 semester is yet to be completed through student opinion surveys and pre- and post-comparisons of student laboratory grades.

The CBL system is an exemplary initiative since it is cost effective, efficient and enables the instructor and student to utilize environmental resources in new ways to enhance the learning process. (This project is funded by the National Science Foundation.)

WIDENing Westmoreland

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Westmoreland County Community College was chartered in 1971 to provide post-secondary technical education and transfer preparation for the 300,000+ citizens of Westmoreland County, a somewhat rural area located in southwestern Pennsylvania. The College's main campus is located in Youngwood, a small town about 35 miles southeast of Pittsburgh. Westmoreland County is an area approximately the size of the state of Rhode Island, so from its earliest years, the College developed initiatives to take educational opportunity into the many communities in its service area. Courses were offered during the evening hours in area high schools, and temporary "satellite" campuses were established in leased facilities in the areas most distant from the Youngwood campus. Offering courses at "off-campus" sites, however, presented a number of challenges—the most obvious being the financial viability of such activities. How could the College meet the educational needs and expectations of its constituents in a cost-effective way?

During the past decade, WCCC addressed this question by developing permanent, College-owned, education centers in four population centers of the County. These facilities enabled the College to enhance its responsiveness to community needs by including daytime classes in the schedule of course offerings and by expanding the schedule of course offerings overall. As the College attracted larger segments of the community to enroll in courses at its education centers, the interests and expectations of the student population grew - in terms of the number and variety of courses they wanted to take at their community education centers, especially courses in occupational programs. The College was hard pressed to meet these expectations and still maintain a financially viable operation.

In 1994, the College began to explore a technological solution to this dilemma. In the spring of 1995, a decision was made to create a Westmoreland Interactive Distance Education Network (WIDEN), a system to link all of the education centers with the main campus at Youngwood using videoconferencing technology. This would enable the College to offer a course at multiple locations simultaneously, thereby broadening the availability of course offerings at the education centers but maintaining financially acceptable enrollment numbers. Students enrolled in the same course at multiple sites would be considered members of the same class. One instructor would teach the course, regardless of the number of sites participating in the class.

The first two systems were installed in October, 1995 at the Youngwood campus and at the Laurel Education Center in Latrobe. Two-site courses were offered for the first time in the spring 1996 semester. Three additional systems were purchased in the spring of 1996. One was installed during the summer of 1996 at the College's Alle-Kiski Education Center, and three-site courses were offered in the fall 1996 semester. Finally, the last two systems were installed in the fall 1996 semester at the Bushy Run Education Center and the Mon Valley Education Centers. In the spring 1997 semester, five-site courses were offered.

Since that time, the College has offered 10 to 15 courses each semester utilizing the interactive videoconferencing systems. This strategy has made it possible for the College to offer courses with extremely low enrollment—2 or 3 students—at a given site because these numbers combine with similar numbers at other sites to make the courses financially viable. At the same time, student satisfaction has increased because the College no longer finds it necessary to cancel low enrollment courses at these sites.

The College was able to implement this instructional innovation without the addition of new staff. The coordinators at the four education centers have been trained to manage the day-to-day operation of the equipment at their sites, and the Youngwood system is managed on a day-[illegible] day basis by the director of the Learning Resources Center. This individual is also responsible for the training of each of the faculty members assigned to teach courses using interactive videoconferencing.

Each semester, the LRC director has conducted end-of-semester evaluations of the distance learning "experience" among teachers and students. The results of these evaluations have been used to improve the program by responding to student and instructor concerns. At the same time, the evaluations have been useful in planning future ventures, especially as they document the WCCC students' enthusiasm for taking courses "close to home," even if this means learning to learn in a "wired" environment. Assessments of students' academic performance in courses taught via the interactive videoconferencing system show that student grades are comparable to those for students in the same courses in a face-to-face environment, and course completion rates are actually higher for courses taught via videoconferencing.

WCCC was able to purchase the hardware to create the WIDEN system using Carl Perkins Vocational Education funds because the goal of this initiative is to expand vocational course offerings. Other multi-site institutions could replicate this system in a similar way.

As community leaders became aware of this innovative technology at their WCCC education centers, the College received requests from local businesses and industries to lease the facility for corporate and community videoconferencing. When the "distance learning room" is not schedule for instruction, it is made available to community clients on a fee basis. This service has, of course, enhanced the image and reputation of the College in the communities it serves.

The WIDEN experience is a technological innovation that has drawn our community closer together. Not only are we meeting the academic needs of our students, we are also providing opportunities for students whose paths might never have crossed to interact and get to know one another. Based on our successful experiences, we plan to move ahead with our WIDEN program to include the use of portable interactive videoconferencing equipment to create learning links with the high schools in our service area.

SECTION III

EXEMPLARY INITIATIVES IN PARTNERSHIPS AND LINKAGES

PROGRAM AWARD WINNER

El Dorado Family Portrait
Butler County Community College
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Contact Person: Judy Carney

Can new technologies bring families closer together? Participants in a unique Internet project, *El Dorado Family Portrait,* would say "Yes!"

Students in Butler County Community College (El Dorado, KS) honors classes, 3rd and 4th graders at Grandview Elementary, and senior citizens in the college's Life Enrichment program are collaborating on a project in which they develop family portraits and family histories and engage in regular communication using new technologies. The elementary and senior citizens have paired up as key pals (e-mail pen pals) to share their family stories and creative activities throughout the year. The Grandview students are key pals with their grandparents or members of the college Life Enrichment group (senior citizens) if their relatives lack e-mail access. The project stresses sharing thoughts, ideas, stories, and activities through technology.

El Dorado Family Portrait provides students with the opportunity to interact with new technology in a hands-on manner, promotes project-based learning, links families, and enhances communications among educators, students and grandparents. Through curriculum assignments that integrate a variety of activities, students at both elementary and college levels are developing family portraits which may include time lines, family trees, photographs, drawings, short stories, poems, and autobiographies. The students share experiences with each other in person and electronically to give a larger perspective to their study of family. Students e-mail each other and their grandparents (or senior citizens) to reconnect with family and develop on-going dialogues.

The project has its own web site. Early in the fall semester, students in the college class, Honors Multimedia Design for the Internet, interviewed the elementary students and their teachers to solicit their ideas for the home page design. The BCCC students designed, developed and refined the web site. The college's server hosts the web site. Selected curriculum assignments are posted to the web site on a monthly basis. Students, family, friends and teachers visit the web site to follow the project's progress and e-mail their own comments or questions.

All the project participants are engaged in regular communication as they research information for the course activities, view new items posted on the web site, and share family stories and experiences with the each other. Elementary students and teachers are learning and mastering technical skills including designing and building a home page, using a digital camera and a scanner, and importing digitized photos and scanned images into the home page. The college honors multimedia class developed the web site, posts selected contributions, updates the files, and publishes college composition students' best efforts electronically as a web book on "The Family: Myth, Metaphor and Reality."

Training for the elementary teachers was provided by the college's Center for Teaching Excellence, which offers professional development workshops throughout the year. Two full-time staff instructional technologists offered several three-hour hands-on sessions to the four Grandview teachers. They trained them in use of the scanner and the digital camera and gave them an overview of website development. College staff also visited Grandview School and set up their equipment. The Life Enrichment members also received training from the college staff in sending and receiving e-mail. The college faculty member whose honors class developed the web site serves as technical support for the web-based project.

The goal of this partnership is to foster intergenerational relationships. We chose this particular project because of its fit with existing curriculum at the elementary level and this year's theme of the college Honors Academic Program, *The Family: Myth, Metaphor and Reality*. The equipment the students and teachers are using in this project, including scanners, digital cameras, printers, computers, and a variety of software applications, was funded by a SBC grant.

PROGRAM AWARD WINNER

El Proyecto de Mexico: Amistad
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"El Proyecto Mexico: Amistad" (Project Mexico: Friendship) was conceived in 1996 and implemented during the 1997-98 academic"' year at Seminole Community College. Due to the support of President E. Ann McGee and the visionary leadership of Professor Kenna Noone, this project has developed linkages at a variety of levels. The purpose of the Mexico Friendship Project was to educate the faculty, staff, and students about the culture of the growing Latin population of Central Florida. Over the past six years, the Hispanic population in Florida increased 106%. This project also presented an opportunity to prepare the college for the greater NAFTA environment which has also impacted the state of Florida.

SCC's Proyecto de Mexico: Amistad has a strong alliance with the Consulate of Mexico and works directly with their cultural arm, Casa de Mexico. An aggressive program of over 25 projects devoted to introducing Mexico specifically, and Latin culture in general, has been offered to SCC faculty, staff and students and to the Central Florida community. A unique program called the Lake Apopka agricultural Documentation Project that supports Mexican farm workers provides SCC students the opportunity to learn about issues that impact Mexican farm workers in Florida.

Special events included Mexican plays produced in Spanish and English by the Fine and Performing Arts Department and a reception and art exhibit featuring Daniel Ponzanelli of Mexico City. Mr. Ponzanelli comes from a family of sculptors and artists known worldwide. A variety of cultural programs, lectures and a Mexican film series were offered. Performances by Aztec and Mexican folkloric dance troupes, presentations on Mexican history and feast days and a Mexican Independence Day fiesta attracted broad audiences.

Seminole Community College has a four year history of offering college credit courses with field work in Mexico. Specifically, anthropology and geology courses enroll students in the spring and summer terms. The courses not only offer academic credit, but prepare students for success in a global society. In addition, the Florida/Mexico Institute and the public school system promote teacher recertification courses that take teachers from throughout Florida to visit schools in Mexico.

The Mexico Project has stimulated interest in these courses and was the catalyst for creating a second educational program in Tulum, Mexico in 1998. The Tulum/Seminole Community Service Project, a collaborative effort with the SCC Cooperative Education Program, offers a service learning opportunity for students studying education, nursing, marine mechanics, art, criminal justice, environmental science, computer technology, anthropology and foreign language. Students earn college credit by spending one week in extensive classroom preparation for their experience in a foreign country. They spend three weeks in Tulum, Mexico volunteering their services in positions related to their career goals. Support from community leaders in Tulum include the high school principal, the Police Chief, Director of the Art School, Director of Art Co-op, Directors of the Fishing Co-op and Medical Clinic, and the rangers of Sian Ka'an (a biosphere).

Proyecto Mexico: Amistad has also fostered faculty development. Mini grants to encourage faculty to develop curricula related to Mexico were offered. Two faculty members from the Humanities Department attended the first International Colloquium on Art in Mexico. They integrated the knowledge they gained into their lectures and have shared their experiences with other faculty.

This project has also led to the college's participation in the Education Commission of the Gulf of Mexico Accord. The project leader, Kenna Noone, Professor of Anthropology, and the Director of the Division of Arts & Sciences made a formal presentation regarding the Mexico Project at the Fall 1997 meeting of the Commission. It was warmly received by the many universities and colleges and their staffs in attendance. The Rector of the Universidad Autonomous de Yucatan has extended his interest in a formal partnership as has the Rector of the University of Quintana Roo in Chetumal, who is pursuing a collaborative partnership with Professor Noone and President E. Ann McGee.

In February, 1998 a second meeting of the Education Commission was held. An update by on the SCC Mexico Project and the Tulum/Seminole Community Service Project was given by Kenna Noone. This encouraged interest from the Universidad Autonomous de Tamaulipas and the Universidad Veracruzana to pursue the development of a joint proposal for cultural exchanges. It also established Seminole Community College as an active partner in the Florida/Mexico Institute at Florida International University.

Proyecto Mexico: Amistad has far exceeded the expectations of the project director. It has not only educated the SCC community on the culture and language of Mexico but it has also positioned Seminole Community College as a link between communities in Mexico and Central Florida.

HONORABLE MENTION

The Booneville Connection

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In 1997 Westark College entered into a unique relationship with the community of Booneville, Arkansas, a small town (population 3,800) within the College's service area. Like many small rural towns, Booneville's Victorian-era downtown business district suffered from the effects of time and changes in economic fortune. Booneville citizens wanted to save their downtown buildings, but lacked the expertise and resources to plan for restoration and preservation.

In order to find qualified preservation experts, the Booneville Development Corporation and community civic leaders researched possible connections with area four-year colleges and foundations and found, in each case, that considerable reimbursement for services was required. They then approached Westark College about possible linkages between the College's well-known Computer-Aided Drafting and Design (CADD) program with its Premier AutoDesk Training Center. They requested that the program provide faculty and student assistance in creating a master plan for preserving, restoring, and revitalizing the historic structures of their downtown Main Street.

The project includes four blocks on two intersecting streets and a state highway. Within this area are numerous historic structures dating from the early 1900s which are in need of preservation. Within close proximity, and also in need of preservation and restoration are a Circa 1910 county courthouse and a Circa 1915 Rock Island railroad depot which are on the National Register of Historic Places.

"The Booneville Connection" is a college/community opportunity to halt the destruction of abandoned or dilapidated buildings by communities that often do not appreciate the historic texture, design, and construction of their main street buildings. It provides no-cost planning for Booneville and valuable academic and job experience for students.

The program required a team of faculty members with experience in this area and students who are interested in careers in architecture, restoration, and preservation or in related fields while achieving important academic goals. As a pilot program, the Arkansas Historic Preservation program awarded a $10,000 Education Grant to a Westark adjunct instructor who is an architect and preservation consultant. Participating Westark students applied for positions with the project, agreed to remain for two semesters, and receive eight credit hours.

After the initial project announcement, numerous linkages formed from enthusiasm generated by the students and the sense of anticipation felt by Booneville citizens. These linkages now encompass the Booneville city government, Chamber of Commerce, Arkansas Historic Preservation program, Arkansas Highway Department, Main Street America, utility companies, local industries, and property owners. Local financial institutions are interested in pursuing low cost loans to merchants and property owners in the historic area.

For historical reference the Booneville Library is providing access to archival pictures and maps for use by the Westark student design team, and longtime residents are sharing their recollections about downtown buildings and their previous appearance. Booneville High School's technology education students express interest in providing streetscape elements such as sidewalk benches, trash receptacles, and planters.

Westark students bring their classroom CADD experience to the project and apply it under the direction of a CADD faculty member who is also a degreed interior designer. As their work progresses, the students are regularly invited to give narrative programs for Booneville and area civic clubs and organizations.

Completion of "The Booneville Connection" preservation project will encourage other cities and towns to link in a similar manner with their area colleges to produce "win-win" situations for students, college communities, and towns with areas that are in need of restoration and preservation. As the Booneville project is finalized, the Westark planning and design team will produce a model program and guidelines which can be used by other institutions, communities, and preservationists throughout the country. Since inception of the project, numerous community groups in the area have expressed interest in replicating the program in their towns.

Westark students working on "The Booneville Connection" are the best indicators of success. The experience is clarifying career paths and opening new career choices. One student will enter the University of Arkansas this fall to major in architecture, and two more are considering architecture. Other students express interest in historic preservation and restoration specialties. CADD program students are asking if they can participate in a new project with another area town. "The Booneville Connection" is a positive experience that has strengthened community ties, fostered appreciation for historic restoration and preservation, and brought new and valued linkages to Westark College, its faculty, and its students.

Building Stronger Communities Through Service-Learning

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In September of 1995, Albuquerque TVI Community College received a $5,000.00 grant to develop a service-learning program. TVI is a community college serving the needs of a diverse student population. Service-learning is a form of experiential education that combines academic and or occupational learning with service to the community. Service-learning takes education beyond the boundaries of the classroom and forms partnerships with community agencies. It presents students with "real life" laboratories to live, learn and experience their coursework.

From 1995 through 1997, 870 students have gone through the program. A total of 14,848 hours of service was provided by students. Over 100 faculty and 402 agencies have participated. The program has provided for the "building of a stronger community" through the partnerships created.

The partnerships and linkages the program has created have been astronomical. The mission of the program is to provide service-learning opportunities for students, faculty and community agencies. Community colleges need to start serving the needs of their students and working towards stronger community building. Service learning provides the ideal partnerships. It puts students into various agencies and allows them to learn and effect change in society. They see that they can make a difference in their work.

The program forms partnerships with over 80 agencies per semester. Students have the options to work with domestic violence shelters, drug rehabilitation centers, literacy facilities, public schools, district attorney's office and many more. Each agency has developed a since of partnership in the education of the student. A good example of one of the program's linkages is with a local middle school.

Washington Middle School is an inner-city school with many problems that plague other inner-city schools. The principal of the school had contacted us to see if through the service-learning program we could assist their faculty in improving student scores in math and science. He also wanted to know if we could develop a future vision for the students in careers and education beyond middle school. TVI developed the Washington/TVI Service-Learning Partnership. Several projects were developed and are currently underway.

To improve interest in science students and faculty from TVI's environmental sciences and biology disciplines were requested to assist the 6,7,and 8th grade science teacher in the development of a greenhouse and community garden. Students from both schools wanted to build a greenhouse to start seedling plants that would then be planted in the community garden. The harvest from the garden would then be sold at the local farmer's market as a fund-raising project and another portion of it would be donated to a homeless shelter. The business students from the middle school would get the opportunity to develop a marketing plan for selling their harvest. They also would be provided with "hands on" experience in dealing with customers and working with currency.

To begin the project, a greenhouse had to be built. Students in the TVI carpentry discipline would design and build 75% of it and then it would be handed over to the industrial shop students at the mid-school. The college students would instruct and mentor the middle school students on proper building and safety technique. The college instructor will provide a lecture on careers and education in building trades.

Once the greenhouse is built, the college students from the sciences will provide lectures and experiments for the mid-school science students. They will work on environmental factors affecting plant growth and botany. One topic will involve tire recycling and by-products of the process that can be used in gardens. A local tire facility will donate mulch made from tires to be utilized in landscaping of garden areas. They will also provide tire tiles to use on the floor of the greenhouse.

As seedlings are planted in the greenhouse, students will learn more about plant growth and sustainability. Once the plants have reached transplant height they will be put into the community garden. Various plants will be planted (vegetables, flowers, drought resistant shrubs and more). The goal for the vegetables is to do what was mentioned above. The goal for the other plants is to provide landscape for other Albuquerque Public Schools. The community garden will be adopted by local businesses, neighborhood associations and community centers to maintain it through the summer months. Two elementary schools that feed into the middle school will adopt a section of the garden to plant their own seedlings.

The goal for the greenhouse is not only to act as a plant incubator but to also function as a design profile for other schools and the general public. The middle school shop students can build and design the same model for interested parties. They now have the capacity to take their students beyond the boundaries of the classroom into "real-world" education. The final goal of the linkage is to have the middle school students build the interior shelving and tables for the new TVI greenhouse.

This project is one example of the more than 100 partnerships and linkages we have developed through service-learning. TVI has committed itself to making the community a better place to reside. A stronger community can only be built by reaching out and asking others to assist you in creating success for its students and citizens. Last year, TVI was one of five community colleges from across the country awarded a mentorship role by the Association of Community Colleges. Because of their work, they now serve to partner and assist other community colleges with the development of service-learning programs.

Community Projects for Welding Program

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The welding program at Albuquerque TVI Community College established a partnership with the community by developing a welding project for Washington Middle School and the Raynolds Addition Neighborhood Association. The team working on the project consisted of two instructors, an instructional technician and the program's students. They worked with the two organizations to build a one-hundred foot long ornamental steel fence for Washington Middle School and a neighborhood that has few resources.

The project provides a safety barrier for students who might otherwise wander into a busy thoroughfare. Several local steel companies to include TIW Fabrication and Machining Inc., Yost Iron Works, Eidson Steel Products Inc., and other companies associated with the welding industry donated all materials and services needed for the project.

This project provided an opportunity for students to practice their layout, sketching, fabrication and welding skills and at the same time build something of lasting value to the community. The project also allowed students to see some special techniques and equipment used by the donating companies to form the material. The project had a massive classic design that had some unique features that provided problem solving opportunities for the students. The fence had mostly vertical bars with some massive bounding arches. The project was compatible with the neighborhood and had excellent proportions to it. Most important, the project provided applications related to community service, knowledge, and skills. Students were pleased to participate and complete such a beautiful project. Community projects have become an increasingly important component of the Albuquerque TVI Community College's welding program.

Donations of Automobiles from Manufacturers

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The Automotive Program at Albuquerque TVI Community College works to keep current with automotive developments in both technology and technical information to serve our students and employers. In order to do this, it has been necessary for TVI to develop and maintain a strong partnership with several automobile manufacturers.

These partnerships have been developed through various avenues. Some of these avenues are: participation in Vocational Industrial Clubs of America, Ford-AAA Car Care Contest, and writing letters to all manufacturers. The letters explain TVI's desire to expose our students to the latest technology in the manufacturers' product line. Along with the letter is a request for new vehicles, parts, equipment, and special tools. The manufacturers have also been invited to participate with TVI using our facilities for their product service training. The Institute also takes every opportunity to meet and engage manufacturers at national conferences, meetings, and at our local dealerships when they give our administration and faculty a chance to meet them. The result has been that the program has received ten new vehicles, twelve new engines, various transmissions, drive-train units, and other new component parts for training in the past five years. In addition, we have negotiated for our faculty to sit in on the training provided by the manufacturer thereby keeping them technically updated. The benefit to the manufacturer is the use of the facilities and graduates of the TVI program are familiar with their products. Chrysler Corporation, Chevrolet Division, General Motors Corporation, Nissan Corporation, Toyota Motor Corporation, and Izuru Corporation are among our partners. There are other manufacturers with whom we are presently negotiating, most notably, Ford Motor Co.

Albuquerque TVI has worked to maintain a nationally certified automotive training facility by obtaining a five-year re-certification by the National Automotive Technical Education Foundation (NATEF). NATEF is the educational branch of the Automotive Service Excellence national technician certification organization. This has helped TVI to gain partnerships because there are few post-secondary automotive technology programs that have applied for and gained NATEF certification which is desired by new car manufacturers for partnering and donations.

It is always a pleasure to promote and speak with confidence about our automotive technology program when the facilities, equipment and faculty are outstanding. What has made the program notable is the close association between our faculty, administration and our advisory committee. The committee has responded with strong support, evaluation, and study teams. The teams have developed recommendations regarding dedicated classrooms for electronics training, electronics training units, block scheduling, and curriculum revision to address more electronics and technology. These have been implemented by the auto technology program. It is this response by the program to all our stakeholders, which includes students and industry, that continues to make this program a pleasure to bring to the attention of the manufacturers.

Industry Apprenticeship

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The number one goal for the Trades and Service Occupations Department of the Albuquerque TVI Community College (TVI) is to raise the level and involvement of community partnerships. The demand for training, assistance, and cooperative efforts between industry and the department is increasing rapidly. There is a recent national trend for more industry involvement with post-secondary institutions in meeting their training needs.

The Trades and Service Occupations Department has a strong link with industry through apprenticeship programs. We are partnered with the Associated Builder's and Contractors Association (ABC), Rio Grande Chapter, Independent Electrical Contractors (IEC) Inc. and the New Mexico Chapter, American Fire Sprinkler Association. Over 270 students attend evening or Saturday classes during our fall and spring terms. These students are working in their chosen fields full time during the day and attending a minimum of 5 hours of classroom/lab instruction per week. We offer apprenticeship classes in carpentry, sheet metal, plumbing, fire sprinkler, and electrical construction.

Some years ago these industry partners chose to provide their own instruction and training for their students. By partnering with Albuquerque TVI, the students now earn 4 credit hours per term for successfully completing the class requirements. They also benefit from the labs housed in the Trades and Service Occupations Department.

Apprenticeship is not new. Many organizations have apprenticeship programs. It is at times much easier to control your own program instead of teaming up with

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others. At times our partnership with industry conflicts on certain matters. We come together to solve those issues keeping in mind that the students are the customer and should benefit from any decision.

When an apprentice has completed their 4 year program, they can apply their credits toward an Associate Degree. Several of our apprentices have chosen to take other classes at TVI to enhance their educational goals. The hiring of instructors is accomplished by a committee of TVI and industry personnel. This insures a buy-in from both parties. The instructors are TVI employees as well as industry employees. They participate in monthly meetings with industry committees as well as attend training classes to enhance teaching techniques.

By having this partnership, students who are enrolled in our regular programs during the day are made aware of the employment opportunities through the ABC and ICE programs. These students are given preferential treatment and started two years ahead of someone starting without prior knowledge.

We feel that this partnership with industry is an exemplary initiative because the students are the number one priority, and both TVI and industry recognizes the need for one another, as it should be.

Loan of Equipment to Truck Driving Program by Local Industry

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The truck driving program at Albuquerque TVI Community College has the highest number of graduates per year with the highest starting salary of any program on campus. The cost of the equipment to train students in this program is also high. It would be prohibitive to try to furnish all the equipment necessary to meet national certification standards required by Professional Truck Driving Institute of America (PTDIA) if it were not for our partner ABF Freight Systems. TVI finds it necessary to have national certification to provide the quality training required by our customers, our students and our employers. There is a lot at stake in training truck drivers to carry America's goods throughout the country. Truck drivers will be driving expensive machinery and carrying expensive cargo. It is the driver's responsibility to safely move that cargo.

The partnership with ABF permits TVI to have access to an increased quantity and variety of equipment for the program. This provides enough equipment for all the students and variety for the students to have experience with. There are, of course, increased risks and responsibilities with such a partnership but some extensive ground work can overcome those concerns. These additional opportunities and benefits are the direct result of having close ties to our industry advisory committee. ABF is a leading member of the advisory committee.

The benefit to ABF Freight Systems is that there are increased graduates from the program that are safety oriented, have more time on task, and have experienced as much variety in equipment as possible. It also allows ABF to be "good neighbors" to the community as is necessary with large corporations in an area where there can be direct benefits.

TVI is able to extend the reach of its programs through the help of partners such as ABF Freight Systems.

Partnership U. S. Air Force Phillips Laboratory & Machine Tool Technology Programs

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The federal government has mandated defense research facilities to transfer technology developed by them to the public schools, community colleges and universities. This has resulted in a partnership established by TVI with Phillips Laboratory at Kirtland Air Force Base. The Machine Tool Technology program at TVI will be able to use the facilities at the manufacturing machining center at Phillips Lab to teach advanced machining technology.

The teaching of advanced computer programming and machining practices by the TVI Machine Tool Technology Program at Phillips Lab was made possible through this partnership. As part of the agreement TVI also includes partnerships with Albuquerque Public Schools, and Southwestern Indian Polytechnic Institute. This permits the training of students of the partner schools at TVI and Phillips Lab. The agreement also permits TVI to expand their existing Metals Technology Associate Degree and to pursue university transfer opportunities for its students.

The machine tool technology program at TVI already has a computer numerical control program. However, the machine tools available at Phillips Lab enable the students to use more advanced technology machining centers and computer programming.

The partnership began with TVI establishing a classroom complete with computer lab to conduct classes entirely at Phillips Lab. There was storage space for supplies and materials, office space for faculty, and telephones. The plans were to establish an advanced center on base. TVI assigned an instructional technician to develop the facility, including a setup of the classroom with desks, chairs, and computers for programming classes. The technician was also assigned to maintain the machines and prepare them for the classes. These advanced technology machining centers require additional preparation for training and for sharing them with Phillips Lab. Phillips Labs personnel provided training for our faculty and staff.

The training started in January 1996. There was keen interest in the advanced technology by students. The program started with much promise. However, there were some barriers to overcome such as security and base visitor issues that emerged. The program was curtailed in July of 1996 due to the conversion of Phillips Lab to the Space Experiment Facility. This involved extensive remodeling and vacating the TVI property and facilities with the promise of continuing the partnership as soon as things were settled. The partnership was renewed in June, 1997 in a new area with TVI reestablishing the classroom and machine tool lab. The students began to receive short term training at the lab in the fall term of 1997. Plans are to fully establish the advanced machining center in the summer of 1998.

Although the effort had setbacks, TVI feels that the benefits are worth pursuing the program. Students benefited by having added training credentials available through the use of the advanced lab. A total of 116 students have attended class during 10 sessions at Phillips Labs since January 1997. The partners at Phillips Lab have been extremely helpful in maintaining contact and assisting in the re-establishment of the center.

Use of Facilities Partnerships with Automobile Manufacturers

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The primary goal of the Trades Department at TVI is to raise the level of involvement in community partnerships. The demand for training assistance, and cooperative efforts between industry and the department is increasing rapidly. There is a recent national trend for more industry involvement with post-secondary institutions in meeting their training needs. TVI believes that it is for the betterment of our students and programs that we encourage the industries related to the trades taught at this campus to use our educational facilities.

In automotive technology the after-market suppliers as well as the new car manufacturers are welcomed as partners to use our training facilities. The benefits to TVI are:

- That our faculty are able to attend the training programs being offered.
- TVI may also obtain donations of up-to-date curriculum materials and training parts from the partners.
- This keeps the faculty up-dated.
- This also provides the trainer and the industry students with direct recognition and familiarity with the school's programs and facilities.
- When industry students decide to obtain additional training or recommend training to others it will be TVI which they are familiar with.

The benefit to the after-market suppliers is that they have a ready-made educational facility which they may only need occasionally.

Some of our partners are Delco, Chief Auto Parts, Engine Systems Inc., Big A Auto Parts, OTC Equipment, Parts Plus, Cummins Diesel Engine Corporation, and Snap-On Training Seminars.

Space Technology Program

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Allan Hancock College offers educational training opportunities in Space Operations at its three educational centers: Vandenberg Air Force Base, Santa Maria, and Lompoc. This "high tech" partnership is designed to accommodate the needs of Vandenberg AFB, its contractors, and students interested in space technology. These courses also reach employees of high technology business and industry throughout the district. This program is offered with the cooperation of the local commercial space industry, local contractors, and the private industry sector. These unique linkages have contributed to the success of the program. The program was developed by a comprehensive advisory committee represented by members of the private, public and military sector. Advisory committee members were carefully selected to represent diverse and extensive backgrounds in all aspects of Space Technology.

Degrees offered are the Associate in Science Degrees—Space Operations with options of Electronics Technology, Environmental Technology, and Business Management; and Associate in Arts Degree—Space Engineering.

Many companies locally and statewide are participating in the Space Port program—a commercial launch program at Vandenberg Air Force Base (VAFB). These companies are involved in satellite development, space-based experimentation and manufacturing, and launch vehicle development. To accomplish these tasks, they are collaborating and contracting with local and regional companies. Allan Hancock College's space operations program will provide the necessary training and education.

The commercial space industry is experiencing tremendous growth and without question is the technology of the future. Opportunities continue to develop in the areas of communications, earth survey (weather/environmental), navigation, and many others. These opportunities are expanding nationwide and globally for persons trained in this field, from the most basic technical position through doctoral-level personnel. Seventy-five universities nationwide are currently involved in a program to design and build payloads as part of a space research association program.

The new curriculum meets the needs of a diverse student population consisting of sophisticated learners such as engineers and technicians undergoing retraining, students planning to transfer into bachelors' degree programs, private industry employees needing retraining and/or upgrading, and students planning a career in space operations and environmental safety.

This program has recently been recognized by the California Community College State Chancellor's office as a "model" program.

Amarillo College Business Division Partnership Initiatives

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The Business Division at Amarillo College is worthy of your selection for the NCIA Exemplary Initiatives in Partnerships and Linkages Award. The accomplishments of the faculty are innovative and creative, can be adopted/adapted by other colleges, and are successful. Our strong partnerships with area business and community make our courses more effective and our students more successful.

The Business Division received a Carl Perkins Curriculum Development grant for the 1997-1998 school year to assess the needs of business and industry on a regional basis and to revise courses and programs in the Business Division to match industry demands. We have embarked on a monumental undertaking involving all technical degree and certificate options in the Division: Accounting Associate, Computer Information Systems, Court/Realtime Reporting, Management, Office Technology, Real Estate, Travel and Tourism. The response from industry for our ensuring a forward-moving curriculum has been extremely favorable. We are getting not only the assistance needed for the research but also a tremendous marketing boost for all programs within the Division. The Texas Higher Education Coordinating Board was so impressed by the quality and breadth of our Carl Perkins grant application that it awarded Amarillo College the state leadership project for Curriculum Development for 1997-1998. The President of Amarillo College, Dr. Luther Bud Joyner, is serving as the chair for the state committee.

Not only are all departments in the Division working on the curriculum development grant but they are also working on separate initiatives. Some of the highlights of other partnerships and linkages are discussed below.

The Computer Information Systems (CIS) Department has started two new programs during the past year—both as a response to business and industry partnerships. The supervisor of courseware development for one of the largest employers in our area approached the Department with a proposal for creating a Multimedia Business Applications curriculum. Since his applicant pool was small, he offered to help determine the local need, to create the right combination of courses for a program and to write the new courses that would be required. The second new program was developed in conjunction with the AS/400 Advanced Skills Roundtable and IBM. Two members of the CIS faculty served on national committees helping to design training programs involving AS/400 technology—programs for which IBM will certify graduates—and brought those programs back to AC. In cooperation with the Amarillo College Workforce Development Division, the CIS Department assisted with a Texas Workforce grant to determine training needs, secure instructors and schedule $200,000 in training for a local corporation. The CIS Department is currently developing a partnership with the Amarillo Independent School District to offer Microsoft Certification Training.

The Court/Realtime Captioning Program has been working to strengthen affiliations with business and the community for several years. Court reporting students complete internship training in the 108th District Courtroom using realtime technology under the direction of the judge and his court reporter. The students also supply classroom captioning services at local high schools, private institutions and a major university in coordination with the Regional Educational Program for the Deaf. The local support organization for deaf individuals, the Panhandle Council for the Deaf, uses AC students to provide captioning for its clients during medical conferences, legal meetings, and public conferences. Amarillo College students routinely caption the monthly meetings for the local Self-Help for Hard of Hearing chapter. For over a year, the Bridge Advocacy Center for Children has been using AC court reporting students to prepare transcripts of videotaped interviews taken from abused children. Participating as the court reporter for Teen Court proceedings is part of the program's degree requirements. AC students are also contacted periodically to caption services at a local church. Upon recommendation of the Court Reporting Advisory Committee, classes are being organized to train local attorneys and judges to use realtime computer-integrated courtroom equipment and to provide continuing education for practicing reporters. Discussions are in progress with the medical community to create a program for training medical transcriptionists to use realtime reporting technology.

The Management Department has worked for several months with an advisory committee composed of area convenience store owners and managers and a representative from the statewide professional organization. Upon recommendation of the advisory committee, a customized short course in Customer Service was developed and is currently being taught for Convenience Store managers and clerks at a time and location convenient for the industry. Employees who complete the new ten-hour mini-certificate are expected to perform more effectively on their jobs and to stay in the industry longer—which business owners hope will elevate the public perception of working for a convenience store.

The Real Estate Program at Amarillo College has an almost unique relationship with the local multiple listing association. Rather than competing in the delivery of education as is the case in most communities, the Amarillo Association of Realtors endorses both the pre- and post-licensure programs at Amarillo College and has accepted the AC Real Estate Program as an affiliate member of the Association. Upon the recommendation of the advisory committee, Amarillo College offers fast-track and alternative delivery courses to enable students to enter the industry quickly and to get mandatory education requirements conveniently, among them: night and weekend courses on a year-round basis with program-entry points each month, a computer-based Real Estate Principles course which allows students to start the program almost any day of the year, a computer-based Mandatory Continuing Education course which enables industry professionals to complete MCE requirements at their convenience. Amarillo College was one of the first community colleges in the state to offer a real estate computer applications course, developed in response to requests from real estate agents. All courses within the Real Estate Program are taught by industry professionals.

We believe our partnership efforts are extraordinarily successful. Through public involvement in our programs and increased enrollments, the entire College has been impacted by our efforts.

Improving Child Care in Anson County North Carolina

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North Carolina State Senate Bill 929 proposes to ensure that child care providers have adequate education and training in child development. The bill states that by using the existing community college system and making child care education more accessible through scholarships, teachers will be better qualified to care for children.

High levels of poverty and illiteracy continue to threaten the future of the children in Anson County. The percentage of children birth to age 4 living in poverty is 22.9% and the percentage of the county population below the poverty level is 17.6% (with geographical pockets exceeding these levels). In the county seat of Anson County, Wadesboro, 41% of preschoolers live in poverty.

The average educational attainment of adults in the county is 2.9 (with 3 indicating high school graduation and 5 indicating college graduation). Economic

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development is a pressing problem for the county. The annual employment growth rate is .5%. The median household income in the county seat is less than half that of the state average. The evidence shows that Anson County is in dire need of intervention.

Quality child care in Anson County is a crucial need. Approximately 54% of children under six live in families where either the sole parent or both parents are working. Twenty-one percent of the children in this age group are enrolled in child care in the county. The school system reports that approximately 50% of children entering kindergarten have no previous preschool or child care experiences. Of the child care facilities in the county, only the Head Start centers and the Developmental Day Center are AA. With no Early Childhood Education Program previously offered in the county, child care providers and workers have had no educational and consultative services.

Through a private sector grant from Wachovia, the Smart Start/North Carolina Partnership for Children recently received a $35,000 grant for an Early Childhood Education program. The program was developed as a collaborative project between Anson County Partnership for Children and Anson Community College during the Smart Start planning process. The program is designed to provide a comprehensive education program for child care providers in Anson County—the first academic classes for credit for child care providers in Anson County. The grant is being supplemented by Anson Community College funding. Under the auspices of Anson Community College, the Early Childhood Education program offers to workers (or those interested in becoming child care workers) a "career ladder" that enables beginning workers to obtain a certificate, then continue on to the diploma level, and finally obtain an associate degree. Classroom instruction takes place at Anson Community College facilities. Laboratory instruction takes place in several child care facilities throughout the region. A student who begins instruction in the fall and follows the program as published will be able to complete the program with an associate degree in two calendar years. The certificate takes one semester to complete and the diploma,-one year. The first year of the program has seen an enrollment of approximately 30 students.

The broad goals of the Early Childhood Education program are:

- Child care workers in Anson County will become more knowledgeable about child development, developmentally appropriate early childhood education, positive guidance and discipline, and working effectively with parents.
- The number of Anson County providers who are credentialed through completing the North Carolina Credential course, the 1-year Early Childhood Education diploma program or the 2-year Early Childhood Education Associate Degree will increase.
- More children in child care centers and family child care homes will be cared for by persons with increased understanding and knowledge of child development and appropriate early childhood education.
- The educational environment for children in child care centers will improve through the increased knowledge of providers gained through education and training.

The Early Childhood Education Program Director at Anson Community College is responsible for developing and implementing the education and training program that includes three areas: a) classes for child care providers, b) on-site technical assistance, and c) evaluation.

The program includes collaboration with other Smart Start components and agencies in developing and co-sponsoring educational opportunities and on-site technical assistance. Such assistance addresses specific needs and concerns of centers or family homes. The Program Director works collaboratively with directors, owners, and staff to integrate the technical assistance into an overall plan for improving the quality of services.

A Smart Start newsletter is distributed regularly to Anson County residents with news from the Executive Director on overall progress of Smart Start. It also contains articles such as "Especially for Dads," "Positive Discipline Techniques," and "Child Care in Anson County." It contains tips for parents on how to raise happier, healthier children, information for child care providers, teen information and parenting services projects, information about insurance, medical coverage and contacts.

Anson Community College is excited about its role in the countywide efforts to improve the educational environment for children in child care centers in Anson County through education and training of child care providers. The College is committed to an ongoing quality Early Childhood Education program. And, although this program is in its infancy, the College and Kelly Horne will be happy to share information ideas, and progress.

Arizona Western College's Law Enforcement Partnership for the 21st Century

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Business & Education Partnership: One of the most extensive partnerships at Arizona Western College (AWC) is in the area of Administration of Justice (AJS). The Yuma Area Law Enforcement Partnership includes twelve local law enforcement agencies, four high schools, the University of Northern Arizona (NAU in Yuma), and AWC—the community college in Yuma, Arizona. Some of the Partnership agencies include the U.S. Border Patrol, the U.S. Department of Justice, the U.S. Immigration and Naturalization Services, the Yuma County Sheriff's Department, the City of Yuma Police Department, and all municipal law enforcement departments. In 1996 the Partnership. working through the Southwest Arizona Border Alliance, contributed over $50,000 toward purchase of a FireArms Training System for Arizona Western College and NAU in Yuma. In recent months, the Yuma County Sheriff's Department and the City of Wellton have each donated a patrol car to the Partnership schools. The system trains students who enroll in AJS courses, students in AWC's Law Enforcement Academy, and provides retraining and upgrading for agency personnel as part of their continuing education efforts.

Summer Academies and High School Connection: The Partnership now sponsors two summer academies for juniors and seniors in high school which introduces them to law enforcement as a career. The first week of the two-week Summer Academy acquaints students with the criminal justice system, employment opportunities, and AJS program requirements; while students receive intensive instruction in written communications during the second week. Last summer over 50 high school students participated in the Summer Academy. The academies are jointly planned and delivered by Criminal Justice faculty from

AWC and NAU in Yuma with local agencies providing speakers as well as demonstrations of new technologies. Following the academies, high school seniors are able to co-enroll in two college level AJS courses in a headstart program. Due to the high percentage of Mexican-Americans in this Border community, the summer academies help students overcome second language deficiencies in writing so they can experience a high degree of success upon enrolling in the AJS certificate or degree programs at AWC.

The AWC/NAU in Yuma Team: Northern Arizona University in Yuma—which co-exists on AWC's campus—supports the Partnership by offering a baccalaureate level program in Criminal Justice. As a result, AWC and NAU Law Enforcement instructors share adjoining offices, develop curriculum cooperatively, co-share a local advisory committee, and jointly advise students through the 2+2+2 program—high school, community college, and university. The linkage between AWC and NAU in Yuma allows for seamless transfer of students. Through faculty teaming, most students are not aware that they are working with staff at two different institutions to accomplish their career goals. The Partnership also helps meet the increasing demand by law enforcement agencies in their search for individuals with advanced education for employment. Over 60 percent of all students who complete the associate and baccalaureate degrees in the Yuma area are bilingual in Spanish which helps guarantee employment at local, state or federal agencies.

Student Leadership Via the Partnership: The faculty at Arizona Western College and Northern Arizona University has developed a Justice Student Association (JSA), which provides students with leadership development opportunities. Faculty advisors work cooperatively to advise and counsel students in the Association. The Justice Student Association, local Advisory Committee, and law enforcement agencies sponsor an annual Law Enforcement Career Fair on campus. This further acquaints students with career opportunities and some of the latest technologies used in the industry. This year's event not only attracted local agencies but also regional law enforcement agencies from San Diego, Albuquerque, Dallas, Phoenix, the U.S. Border Patrol, U.S. Immigration and Naturalization Services. and many other state and federal agencies. Over 300 college and high school students and local personnel attended.

Another effort of the Partnership which benefits local area students is the Mock Trial Association. The Partnership, with support from local law enforcement agencies, created the first mock trial team of combined students from AWC and NAU in Yuma. Personnel from both higher education institutions work cooperatively to advise and develop students for Mock Trial competition having competed both regionally and nationally the last two years. Several awards have been won. The Partnership is now extending the Mock Trial program to feeder high schools

Partnership Public Safety Facility: The newest goal of the Yuma Area Law Enforcement Partnership is to link and share resources to build a public safety facility on Arizona Western College property. This complex will meet the needs of agencies in Western Arizona and Southeastern California. Through the Partnership, the City of Yuma and AWC have recently released bid specifications to build a local fire training facility on AWC property. This provision will be used for training fire science,, EMT's, and paramedics, as well as law enforcement personnel in CPR and First Responder procedures. The second phase of the facility includes a police complex and driving range for all agencies and AWC's Law Enforcement Academy. The facility includes office, classroom, and training space for AWC's Emergency Medical Services program and the Law Enforcement Academy.

Partnering in the 2ist Century: Over 250 students in the greater Yuma area benefit annually from the Yuma Area Law Enforcement Partnership. As we enter the 21st Century, all of us are faced with new demands to leverage resources, stay current with technology, face new competition, and manage change. One way to address these challenges is through cooperative planning and delivery of services. Arizona Western College has found the answer in Administration of Justice, through Partnership arrangements with local law enforcement agencies, high schools, and a local university. It WORKS for all of us.

Fostering Advanced Technology Education: A Consortium Approach

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Of the many challenges facing education today, one of the most demanding is how to be more responsive to business' need for a skilled workforce. Interviews with Pacific North West top corporate executives representing The Boeing Company, Microsoft, and hundreds of small and medium-sized high technology firms documented a growing qualification gap between the knowledge and skills needed by employees in today's technology-based workplace and new workers' levels of preparation. The Regional Advanced Technology Education Consortium (RATEC), is a significant force in stimulating coordination between education institutions and collaborations with business. The consortium is a catalyst in supporting new and enhanced educational solutions that address the needs for a highly skilled workforce in technology areas; particularly information technology.

RATEC MISSION: To be a dynamic business-education partnership identifying technology education needs and technology access issues, proposing timely solutions to support a technologically advanced and economically competitive region.

GOALS:

- Provide a mechanism to respond quickly to the changing needs of businesses for highly skilled workers.
- Develop more flexible educational options for students in professional/technical programs.
- Be a catalyst for innovative educational technology programs.
- Coordinate the educational responses of regional institutions to provide for continuous professional technical curriculum from high schools to community and four-year colleges.
- Increase the opportunities for under-represented population in high demand careers by coordinating the recruitment efforts of regional education institutions and business organizations.

Since its inception RATEC has grown to encompass the following partners:

Four-year Colleges and Universities: University of Washington; Seattle University; Central Washington University; Seattle Pacific University; The Evergreen State College; and Henry Cogswell College

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Community and Technical Colleges: Shoreline, North Seattle, Edmonds, Seattle Central, Highline, Bellevue, Everett, and Pierce Community Colleges; and Lake Washington Technical College

40+ Secondary Schools: Seattle, Shoreline, Bellevue, and Lake Washington School Districts

Business: Washington Software Alliance; Society for Information Management; The Boeing Company; Siemans Communication, PACCAR; SAFECO

Innovative and Creative: RATEC breaks down barriers between educational levels and institutions and between education and business. RATEC has succeeded in developing a common framework for communication in order to accomplish the shared goal of preparing tomorrow's workforce. Through RATEC, the regional resources of education and business are being maximized to develop creative solutions for workforce development needs. RATEC has facilitated:

- A partnership with the NorthWest Center for Emerging Technologies (NWCET), the National Science Foundation and the State Board for Community and Technical Colleges (SBCTC) to identify and document industry skill standards in information technology.
- Coordination among educational institutions to develop articulated, competency-based curriculum that is founded on industry skill standards in information technology.
- Strategies to recruit under represented populations into high tech careers.
- Cooperation in providing professional development activities and implementation strategies and tools.

Indications of Success:

Skill Standards. RATEC participated in the identification of industry skill standards in information technology that resulted in a document, *Building a Foundation for Tomorrow: Skill Standards in Information Technology*. It has been recognized and adopted by the Washington State Board for Community and Technical Colleges as a model for all state skill standards projects. The National Skills Standards Board has also recognized the report as outstanding and "one of the most comprehensive and best quality documents they have seen."

Curriculum Development. RATEC schools are using the IT skill standards to establish expected competencies for high school, two-year and four-year degree levels. Some of the projects include:

- Inter-disciplinary curricular experiment: Renaissance 2000
- Inter-disciplinary curricular experiment: Beyond the Pocket Protector
- Model IT Tech Prep competency-based curriculum
- Model Tech Support competency-based curriculum
- Model Interactive Digital Media Specialist competency-based curriculum
- Model Database Associate competency-based curriculum
- Module in science for Tech Support
- Module in written communication for Tech Support
- A template for a capstone project

In 1997, twenty-eight high school teachers representing all the school districts in RATEC and eleven representatives from Community and four-year Colleges, College worked on ways to integrate information technology skill standards into high school curricula resulting in the document, *Tech Prep Information Technology Skill Standards-Based Curriculum*. It has been disseminated nationally and resulted in interest by several state work-force training offices. RATEC recently received a $100,000 grant from the SBCTC to continue the development of skill standard-based information technology curriculum in RATEC high schools and community colleges.

Articulation.. RATEC's work has resulted in the development of a ground-breaking articulation (2+2+2) model. It provides students in professional technical programs a seamless transition from high school (Tech Prep) to community college (Associate of Advanced Technology Degree) to four-year college and university (BA in Management of Technology Based Organizations, BA in Information Systems, and BA in Business Administration). This model also provides employees with open-entry, open-exit educational opportunities without the traditional obstacles of transferring technical degrees and credits to four-year degrees.

Recruitment of Under Represented Populations. The marketing and membership committee of RATEC is developing shared recruitment materials, conducting outreach through presentations and consultations, and investigating the use of student tracking software.

Professional Development. Educators and information technology professionals are working collaboratively to provide professional development through workshops, summer institutes and return-to-industry fellowships. For example, a series of four performance assessment workshops are being offered to all faculty who are working of skill standard-based curriculum development.

Replication: RATEC has already proven the ability to replicate through implementation among a vast number of partners. Working within the framework and structure of a successful business/education consortium, other institutions may adapt the mission, goals, membership, committee structure, recruitment strategies, curriculum development, and articulation agreements to meet the educational and economic goals of their region. RATEC, in fact, is already planning replication of this model in other career fields such as bio-technology and environmental technology.

Faculty & Educational Training—Work-Force Readiness

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The following overview was the first of several new initiatives in partnerships and linkages with the New Jersey Public School System. This first partnership was with the Paterson Public School System regarding work-force readiness and school-to-work theory for inner-city school students. This faculty training included a two-week intensive training with the Berkeley College faculty on July 14-24, 1997. The main topic areas included the following: Group Dynamics, Placement of Students, Business Protocol, Educational Collaboration, Continuum of Services, Dealing with Change, Going the Extra Mile, School in Crisis, Information Technology, Professionalism and Growth, Diversity, Hate & Violence in the Classroom, Motivating Students after High School, Learning Styles, Integrating Information Skills, and Proactive Customer Service.

Synopses of the Partnership Project: *The United States is one of two "major" industrialized countries in the world, that after graduation from High School students are qualified to do nothing!*

That state of affairs has to change and a working relationship, such as the prodigious experiment with Berkeley and the Paterson Public School District is a way to that end.

The challenges within education are extensive and real. However, we at Berkeley College deal with a very similar student population compared to the Paterson Public School System. And our success rate in placement and student development has been very high.

The purpose of the Summer Institute was to share, mostly through illustration of pedagogical technique, what we do best. After a detailed assessment and evaluation of the Paterson High Schools and faculty our training team was very pleased to find a highly skilled and caring group of educators in our district. However, all of us need inspiration and continued training to do the best we can.

The Paterson teachers who participated in the Summer Institute left after two intensive weeks of training ready for the new and different challenges of both today and tomorrow. Our goal was to increase and enhance the following points in their development:

- High student expectations
- Academic content incorporated into vocational studies
- Applied strategies in academic classes and areas
- Upgraded academic core techniques within each major
- Schools, Businesses, and Parents working together
- Work-Based learning and adaptive teaching expository modes
- Tech-Prep Learning "Hands on Development" within the computer age
- Pedagogical Methods with "HIGH" impact for student Achievement
- Solving educational challenges and creating efficient and positive learning environments

The School-to-Work Opportunity Act mandates that as part of their work-based learning experiences all students should receive instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, employability skills and participative skills. We at Berkeley have created an exciting and new place to develop these techniques with the Paterson School System. We now look forward to sharing this creative partnership experience with other school districts throughout the metropolitan area.

READ ALABAMA! THE TRADITION CONTINUES through Partnerships

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Because many times the resources of educational institutions are limited in various areas, such institutions find it expedient to form partnerships with other entities in order to accomplish worthwhile goals. Bevill State Community College, a three-campus institution, has formed one of these unique partnerships with several organizations in order to bring literary programs that are free of charge to the students as well as to the public in our service area.

An integral part of Bevill State's mission statement is "to provide the citizens of the west-central Alabama area with educational opportunities that enrich their lives intellectually, culturally, and economically." Because this area of Alabama has been identified by several agencies as "culturally disadvantaged," the administration of the College saw it as imperative to secure funds for enrichment activities that would fill this void in the lives of the people in the service district.

In 1988 Auburn University's Center for the Arts & Humanities conducted a program throughout the state of Alabama entitled READ ALABAMA! It was a program funded by the National Endowment for the Humanities, and its purpose was to encourage Alabamians to read works by Alabama writers, both past and present. Authors and scholars from colleges and universities throughout the state participated in the program, which was a remarkable success. Not only did it bring in scholars to discuss such classics as To Kill a Mockingbird by Harper Lee, but it also introduced program participants to current writers from Alabama such as Pulitzer Prize nominee William Cobb.

In 1992 the last in this series of programs was brought to Bevill State's Walker Campus in Sumiton, Alabama. Because the program was so enthusiastically received in the college's service area, the College responded to the student and community requests to conduct additional programs. Although Auburn's Center would have liked to continue the program in its original format, READ ALABAMA! had to be discontinued statewide because the NEH grant had run out, and funds were no longer available. However, Bevill State obtained permission from the Auburn's Center for the Arts & Humanities to take the concept and develop it further for its own constituents. The Center was so enthusiastic about the proposal that the two institutions formed a partnership in this endeavor, with Auburn contacting the authors and scholars and Bevill State underwriting the expenses. The program was renamed READ ALABAMA! THE TRADITION CONTINUES.

The programs continued and so did those attending. Each year, and sometimes twice a year, THE TRADITION CONTINUES invites various authors from Alabama to participate in the series by reading from and discussing their works. To accommodate the program participants, Bevill State's program director, Marthanne Brown, eventually moved the series to one of the College's instructional sites in Jasper, Alabama. The audience became even larger, and the program director realized that she needed to reach out to an additional organization for support. She invited the Walker County Arts Council, a relatively new organization centered in Jasper, to become a third partner in the program, and the group agreed; in fact, the organization had been discussing how to add literary programming to its growing list of offerings to the public. They not only participated by underwriting some of the expenses incurred in producing the programs, but they also helped with publicity and with hosting responsibilities.

Since this growing partnership began its programming back in 1992, it has introduced numerous authors to its audience, including William Cobb, Dale Short, Vicki Covington, B.K. Smith, Charles McNair, Helen Norris, Dr. Sis Levin, Brent Davis, Marianne Moates, Madison Jones, Bill Grant, Dr. Wayne Flynt, and Dr. Hardy Jackson. The program has also brought scholars from universities and colleges throughout the state to lead discussions on various Alabama works. These scholars include Dr. Leah Rawls Atkins, Dr. Allen Cronenberg, Dr. Elaine Hughes, Dr. Don Noble, Dr. Norman McMillan, and Dr. Philip Beidler.

One final partner has been added for the Spring 1998 series. Because the audience enjoyed having the authors' works for personal reading and for signings, Bevill State had always provided the authors' books at the programs. However, this part of the process was becoming quite cumbersome for Ms. Brown and the College bookstore. Consequently, she invited a Birmingham bookstore, The Highland Booksmith, to become a fourth member of the partnership, and the bookstore's owner, Jake Reiss, readily agreed. This new sponsor will both provide and sell the books, allowing Ms. Brown and her colleagues more freedom to host the authors, scholars, and, most importantly, the program participants.

This partnership is unique in a variety of ways. It brings together a community college, a major state university, a local arts council and private enterprise. Their working together in such a unique program fulfills the needs of some nature for each group. Bevill State was interested in bringing authors and scholars to its constituents but did not have the contacts that Auburn's Center for the Arts & Humanities had. Auburn's Center wanted to continue to promote its literary series, but did not have the necessary funding to do so. The Arts Council wanted to provide literary programs for its membership, and the series met that need. Finally, in addition to being able to make a small profit, private enterprise is now able to take away the burdens placed on the program planners by providing the books that the series participants so look forward to having. The result has been outstanding enrichment for the service area, often for audiences numbering over 100.

In conclusion, the combined sponsors are very proud of the work that they have done in conducting READ ALABAMA! THE TRADITION CONTINUES. The program's continued success is due in large part to the coordination among these groups, along with the audience's increased knowledge and pride in one of its state's greatest resources, its excellent writers and scholars. It is the intent of these sponsors to continue to promote the tradition that began in the state of Alabama so many years ago and continues today.

Life Span Volunteer Project

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Black Hawk College East Campus is a small community college campus located in Kewanee, Illinois. The surrounding region is rural in nature with the largest city in a 30 mile radius being Kewanee (population 12,000). The population in the region is aging and the number of those over 50 in the area is disproportionately high as compared to national figures. There is a need for residential and in-home care services to the elderly population in this region. While there are several elderly care centers, these centers are overpopulated and/or understaffed. Personnel from Black Hawk College East Campus's "College Outreach Opportunity League" (COOL), in conjunction with the College's Psychology/Social-Sciences professor, designed, in a cooperative effort with the Toulon Alzheimer's Unit (a facility in Toulon, IL to care for elderly Alzheimer's patients), a "volunteer" component for the psychology course "Human Growth and Development" in which students could participate.

The objective of the project was to involve students in a meaningful way in the College's rural community and, particularly, to involve students in a direct service project. Specifically, students were expected to do 20 hours of "volunteer" work at the Toulon Alzheimer's Unit sometime during the 16 weeks of the semester. Students were informed of the Alzheimer's Unit's expectations and operations by staff from the Alzheimer's Unit who were invited to the Human Development psychology class. Interested students participated in on-grounds orientation at the Alzheimer's Unit in Toulon and were supervised by unit staff. Activities in which the students involved themselves included: helping residents with mail, games, crafts, short walks around the facility, and listening to residents. Students were expected to keep a written log of their experiences and turn it into the psychology professor periodically. Throughout the project, Alzheimer's unit administration and Black Hawk College staff remained in contact to make sure the project went well for the students and the Alzheimer's residents alike. Some 20 students participated in this particular semester's project at the Toulon facility accounting for a cumulative total of 400 volunteer hours at the Toulon facility over a 16 week period, averaging about 25 hours a week volunteer assistance at the facility. During the project, students and Alzheimer residents became friends and both students and residents benefited by the experience. Students learned first-hand what it is like to be elderly (a portion of the psychology class dealt with aging, illness, and dying). Students also learned that the elderly are people with feelings, desires, and hopes. Residents learned that Black Hawk College and, more particularly, specific young people in the area were concerned about them and volunteered time and effort to help them in their hours of need. As the project concluded, the Toulon Alzheimer's Unit (both staff and residents) were highly pleased with the results of the 16-week volunteer project. Students were greatly impressed and appreciative of the learning opportunity provided them by BHC. A small "awards" banquet was held for students during which the Toulon facility expressed its thanks to the students and BHC. Throughout the project, students, residents, BHC, and the Toulon facility received much local media interest. That the project was indeed successful is evidenced by the fact that some students have continued to go to the Toulon facility after the class is over and completely on their own volition. This initiative at BHC is exemplary of the partnerships and linkages that the community college can undertake as the community college becomes a participating, contributing member of the larger rural regional community. The synergy of the project is evident: Community colleges can do great things in a volunteer way for local communities.

Call Center Communications

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What can a consortium of education and business leaders build together? A win, win, win program for students, colleges, and business. Call centers are one of the fastest growing industries in the Wichita, Kansas area and with that growth comes the demand for skilled workers. Ten years ago Best Western was the only call center in Wichita. They now employ 260 full time employees and as many as 500 during periods of high travel. Call centers in the Wichita area have increased and there are currently 3,500 call center jobs with another 500 new jobs expected by the end of 1998. According to the Wichita Business Journal, "There has been no shortage of job-seekers for the $6.50 to $9.50 an hour jobs, but many of those applicants lack the basic skills needed to make them a success in those jobs..."

Even though these jobs are "entry level," they do require technical and personal skills.

"This is a call-center city and you can talk to employers all over town who will tell you we just can't find enough qualified people," said Judy Mount, manager of human resources for Best Western International Inc.'s Wichita Reservations Center. "Numbers aren't a problem, quality is." (Wichita Business Journal) With this in mind Butler County Community College has joined Wichita Area Technical College, Wichita Area Chamber of Commerce, and 15 area call centers to design a curriculum to develop the skills needed for these jobs. One thing that makes this program special is that it is the first time these colleges have worked together in a joint program which is seamless. Even though the classes are being taught by instructors from both colleges, the students will not know when they have moved from the curriculum of one college to the curriculum of the other. At the completion of this course, the student will be able to:

1. Perform basic keyboarding functions including mouse control.
2. Utilize the Windows environment to perform basic data entry, word processing, and spreadsheet operations.
3. Identify the aspects of correct telephone etiquette.
4. Demonstrate correct telephone etiquette in a practice lab.
5. Identify the components of an effective sales telephone call.
6. Identify the components of an effective customer service telephone call.
7. Use the telephone as a sales and customer service tool.
8. Identify the aspects of good customer service practice.
9. Demonstrate customer service skills in a multi-task practice lab.
10. Locate states and major cities on a map.
11. Identify the components of an effective resume.
12. Construct an effective resume.
13. Identify the industry expectations for an effective job interview.
14. Demonstrate the aspects of an effective job interview in a role play.

The cost of this class is $200 and has a maximum of 20 students. The sessions meet either from 9 am to 3:30 p.m.daily for four weeks or 6:30 to 9:30 p.m.nightly for eight weeks. The last day of class the student will have completed 120 clock hours of training. Our first class began February 23 with 13 students. Graduates will be recruited on site by area call centers. A student could graduate on Friday and go to work on Monday. The student receives 5 hours of college credit at Butler County Community College and 5 hours college credit at Wichita Area Technical College.

Partnership members expect this course to increase professional performance and lead to greater retention of valuable employees. Butler County Community College's president, Dr. Jacqueline Vietti, believes the key to meeting our area's current and future employment needs rests with the ability of schools like WATC and BCCC to think beyond "what is" to "what can be". This is a perfect example of "what can be" when education and business combine their efforts to benefit students. It is good business for the student, the college, and the business firms.

The Educational Technology Center: A Unique Collaborative between Education and Business

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Leaders from Carl Sandburg College, Knox College, a private liberal arts college, and the Galesburg public school district came together to forge a partnership to develop a state-of-the-art technology center in downtown Galesburg, Illinois. The Educational Technology Center (ETC) was designed to meet not only the needs of the educational institutions in the area, but also to serve as a technology training facility for area businesses. Realizing the value of establishing one site for a majority of the community's technology needs, local businesses funded almost the entire project. This unusual consortium of a community college, a private liberal arts college, and a public school district, supported by private sector contributions is an innovative approach within Illinois and may even be the first of its kind nationwide. In less than a year after the initial idea was conceived, the facility held its "electronic on-line" ribbon cutting. The Illinois Board of Higher Education, the Illinois Community College Board, and the United States Department of Education have recognized this project as being innovative and responsive.

Galesburg, Illinois is located in west central Illinois and is a rural area with a population of approximately 33,000. The Carl Sandburg College district covers a 3,000 square mile area with all or parts of ten counties. The educational institutions needed many of the different technologies that were available to better serve their populations, and yet they found individually there were not enough funds to accomplish what was necessary. Technology was definitely needed to keep the students and teachers of the community in step with the rest of the country. In addition, local businesses found the increasing cost of providing training in technology areas was rising faster than they could maintain, and collectively realized it would be more cost efficient for one facility to provide everything than for each business to continue trying to stay current. The ETC provides three computer labs, three computer classrooms, and one teleconference room with full interactive video equipment for distance learning. Of the $450,000 total project cost, almost $400,000 was provided by local businesses. This center provides area businesses with the opportunity to conduct training with different types of software. In addition, company-specific software can be loaded onto the network during a customized class for that particular company. Teleconferences can be down-linked for individual companies, the education institutions, or the general public. As the ETC and technology have evolved, businesses are utilizing the center for increasingly different types of training needs.

Since the opening of the ETC, all three educational partners have provided varying amounts of personnel support to the project, with on-site direct and indirect labor. Carl Sandburg College's business and industry branch moved into the facility in February 1996, providing a director, an office manager, and a secretary. Knox College provides student assistants in the computer laboratories and back-up clerical staff. Knox College also provides weekly custodial services and maintenance support. The public school system supplies a part-time clerical person for evenings and weekends, in addition to assigning their new district technology coordinator to be housed within the facility. Operating expenses are shared by all three institutions. Initially the costs were split with 40 percent assumed by both Carl Sandburg College and Knox College, and 20 percent assumed by the public school system. However, at the end of the year, each institution's total usage for the year is determined, and new cost apportionments are calculated for the coming year based upon the prior year's usage. This year Carl Sandburg College is contributing 50 percent; Knox College, 10 percent; and the public school system, 40 percent. All three institutions continue to react to special needs as they occur and coordinate resources to accomplish goals.

The ETC provides the educational institutions a central downtown location for all technology needs. All students and staff of the three institutions are provided with free memberships to the ETC. The general public pays a monthly membership and businesses pay a rental fee for the various classrooms. Faculty workshops are conducted at the ETC, as well as specific projects for various classes. Classes are offered for the general public covering everything from Windows 95 to PowerPoint and Internet. This facility is used by all ages from grade school to senior citizens on a daily basis.

In summary, this type of endeavor could not have happened without the extensive partnerships and alliances. What makes this particular model appealing, is the ability to replicate this idea in other areas across the county. In fact, several community colleges have already called and expressed interest in learning the details for their communities. The ETC provides benefits to all the academic institutions, the business community, and to the general public that could not have been achieved without the collaborative efforts of all the participants.

United Parcel Service—School-to-Work Partnership

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Overview: The United Parcel Service(UPS) School-to-Career partnership, one of the first under the 1994 School-to-Work Opportunities Acts, invests wisely in educating students by providing them with a strong foundation of work-based learning that has been identified as critical to meeting employer demands now and in the future. UPS, a Fortune 500 company, and the five participating colleges and local school systems have forged a partnership to create a state and national model of a seamless education that bridges the gap between school, work, and post-secondary education with strong instructional programs to prepare students for career opportunities and the demands of a changing workplace. The program places high school students in part-time positions, thus keeping them in school and enticing them to continue their education on a post-secondary level. The program includes on-site college classes and flexible work schedules.

Elements of Innovation: The UPS program is one of the first programs to demonstrate how a community of business, high schools, and colleges can deliver high quality instructional programs to prepare students for career opportunities and the demands of a changing workplace.

Traditionally, the counties involved have been more competitive than cooperative. Under the umbrella of this partnership, the participating counties have agreed on the identification and recruitment of students, collaboration on the development of mentor and on-site student support services and the development of common syllabi for the three college classes.

The profile of students participating in the program is also unusual. Many of the students initially involved were not the traditional "college bound" student. All were involved in work-study programs looking to leave high school early. As a result of the program, both school and work attendance improved, and these students realized they could be successful not only in high school but also in college.

Program Outcomes: Program objectives addressed the needs of three groups: students, educators, and business. Objectives are being met as follows:

- For students, a part-time job with a reputable employer provides valuable workplace experience, a financial means to help with the continuation of their education, and an excellent benefits package. Students are benefiting better preparation to face future work-force demands, encouragement to seek higher standards of academic achievement, and opportunities to demonstrate and refine workplace skills necessary to be productive citizens and to acquire the skills and education level that will enable them to move from entry level to management level positions.
- This partnership also offers the educational community a functional and successful model for making the school-to-work transition. In this combination of classroom study and the reality of the workplace, the effectiveness and relevancy of classroom learning has been increased. Through the partnership, consortium educators have found expanded alternatives for in-school curriculum and options for students, developed an avenue for private sector involvement and assistance in keeping curriculum up to date, and created a strong and positive relationship with the local business community.
- UPS has also benefited Over the last few years UPS has experienced increasing staff needs while having difficulty in finding qualified candidates for part-time employment. UPS realized that the involvement of business in educational reform was essential to a better prepared work-force.

Structure: The UPS program is a consortium of representatives from United Parcel Service, the Maryland State Department of Education, five area public schools (Anne Arundel, Baltimore, Howard, Prince George's and Montgomery) and five area community colleges (Anne Arundel, Catonsville, Howard, Prince George's and Montgomery). The program is promoted to high school juniors and seniors in the five participating school districts.

Three courses were developed with efforts to incorporate UPS work experiences, workshops, and seminars. Work experience coordinators, guidance counselors, and teachers work with the students at each high school to help ensure success in their college courses and work experience. A reading specialist, who attends all the UPS college classes, offers students assistance at the work site and continually communicates with the local high schools to follow up on various student needs.

Each student in the program has a mentor who monitors student progress weekly through more casual contact and activities. The UPS coordinator also makes sure that students come to class and work. The UPS coordinator confers with parents and the local school principal when student absenteeism becomes a problem.

Parental involvement is viewed as a critical component to the success of the student and ultimately to the success of the partnership.

Program Evaluation: The impact on the students, schools, and UPS has been significant. United Parcel Service, participating public school systems and community colleges have participated in program evaluation that includes retention rates of employees as compared to national averages within the industry; attendance and performance at the student's home high school; and grade and attrition rate of program students in college classes as compared to campus averages.

While the retention rate for part-time student employees within the industry is approximately 7-8 weeks, during the eighteen months of this project, UPS has experienced a 7-8 month retention rate: a 300 percent increase. UPS has also experienced an increase in the number of students seeking part-time supervisor positions. To date, approximately 15 percent of the students participating have either been promoted or are candidates for part-time supervisor positions.

The public school systems have seen an increase in attendance, a refocus of students on their high school academic work, and realization by students that a college education is within their grasp.

The community colleges were concerned with grade and attrition rates of high school students in college classes as compared to campus rates. Although the grade distribution was not up to campus averages for the same courses, retention rates were often equal and in some cases better than the campus average. Additionally, each student was given a reading assessment prior to classes starting to help identify students who might need additional help either on-site or at their home high school. Those students who were identified as "at risk" and used the available support services were successful (C or better); others were not.

UPS has seen the impact of the program spread throughout the corporations. Locally, they have realized an increase in retention and productivity of their part-time student work-force. Nationally, as a result of the success of this program, UPS has opened two additional sites, Louisville and Chicago. An additional nine locations are planned during the next twelve months.

Industry-College Partnerships: Impact on Recruiting

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The need for diesel technicians in the midwest is growing and a critical shortage of trained personnel is threatening the health of the diesel sales and service industry. According to the Nebraska Career Information System (NCIS) growth and/or turnover in the diesel field create about 100 job openings each year. Projected growth between now and the year 2005 stands at 29% for the state. With the shortage of technicians, wages are increasing, working conditions are improving, and the service industry is actively recruiting technicians. In spite of these conditions, the enrollments in the diesel program at Central Community College were declining.

In the fall of 1996 and the spring of 1997 a series of industry focus group meetings was held by Central Community College to determine what steps could be taken to address the declining enrollments and increase the number of graduates from the diesel program. Members of the focus group represented the heavy equipment industry, the farm implement industry, and the trucking industry. Nebraska Machinery, the Caterpillar dealer for Nebraska, was one industry representative that stepped forward and took a leadership role in the discussions.

Nebraska Machinery personnel did an informal survey of their employees in their six shops across the state. They determined that a large percentage of their employees had received training at Central Community College. They also discovered that they were reaching a critical point in which the shortage of trained diesel technicians was beginning to limit their growth. Caterpillar is expanding its product line to include more agricultural related products such as a broader range of tractors and the introduction of a combine line. To service this rapidly expanding market, and to replace the technicians who are retiring, it is going to be necessary to increase the number of technicians in the labor pool.

A partnership was formed between Central Community College and Nebraska Machinery to develop a comprehensive plan to increase enrollments in the diesel program and provide needed workers. The plan consisted of four primary components: (1) an increased recruiting effort; (2) a scholarship program; (3) an internship program; and (4) a curriculum and equipment review. Nebraska Machinery played a pivotal role in the design and implementation of each component as explained below.

Recruiting: Central Community College reviewed program brochures and publications. A videotape was produced highlighting the careers that are available in the transportation industry and the programs available at the college. In cooperation with Nebraska Machinery and other diesel shops in the area, a series of recruiting nights was held in local communities. These recruiting programs were held in shops such as Nebraska Machinery's Doniphan facility. The program was conducted by faculty with presentations given by shop foremen, owners and technicians. The shop foremen talked about the need for technicians and the benefits and salaries, etc., that can be expected. The technicians talked about why they chose the field of diesel technology, what they like and don't like about their jobs, what challenges they face with technology, and what their workday is like. The students were taken on a tour of the facility and shown various projects in progress. Because the recruiting efforts were held in the actual work environment they were highly effective.

Scholarship Program: Nebraska Machinery also stepped forward with a very attractive scholarship program with each of the six shops across the state sponsoring one student per year. This student receives full tuition and books and a tool allowance of $2,500. These are competitive scholarships and students must apply both to Central Community College and to one of the six Nebraska Machinery shops across the state. To be awarded a scholarship the applicant must be accepted as a student at Central Community College and be interviewed by Nebraska Machinery. Nebraska Machinery then awards the scholarship based on a review of the student's records from high school, their ASSET or ACT/SAT scores, and the interview. Students who are not awarded a scholarship the first year but enroll in the Central Community College diesel program, can reapply for the second year.

Internship: Nebraska Machinery scholarship recipients are provided an internship at a local dealership. This can consist of part-time work, work during semester breaks and holidays, and summer employment. The internship is a vital part of the program because it gives the students a chance to experience working in a shop environment and it gives them a chance to see how they fit in with the Nebraska Machinery family. This also gives Nebraska Machinery a chance to evaluate the students for potential full-time employment at the end of their program. Although Nebraska Machinery hopes these students will become employees of Nebraska Machinery, neither the students nor Nebraska Machinery are under any obligation to each other.

Curriculum and Equipment: Nebraska Machinery personnel assisted with the development of a program of study and provided training materials, instructional assistance and instructor training. They assisted the college with obtaining a complete set of multimedia curriculum materials produced by Caterpillar Corporation and used for in-house training. Engines have been donated and a $90,000 Caterpillar Challenger tractor is made available to the program for student training.

Since the inception of the Nebraska Machinery-Central Community College partnership, enrollment in the diesel program has increased 40%. There are currently 27 students in the program with 5 being sponsored by Nebraska Machinery and another 5 students enrolling as a result of this partnership and the potential opportunities it provides. Thirty new applications are expected for the fall 1998 semester. Even in its early stages, this industry-education link has demonstrated that a cooperative effort is an effective innovation to solve the problem of a shortage of qualified workers. With every indication that this partnership is leading to increased interest and enrollments in diesel technology, it serves as a model for other industry-college collaborations.

Florida Emergency Training Facility: Partnerships that Work

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The Florida Emergency Training Facility (FETF) opened in December 1997 as an exceptional achievement of a unique partnership between Central Florida Community College (CFCC), the City of Ocala, Florida, the Federal Aviation Administration (FAA), and Emergency One (E-1). These partners shared a special vision that through their combined talents they could build and develop a facility unlike any in the world to train and educate professionals in an array of emergency management response and support functions.

The State of Florida knows in a painful way (Hurricane Andrew, the ValuJet crash) the importance of preparedness, collaboration and agency teamwork. The FETF will serve as a training center, providing all types of training from incident command and control to specialized aircraft fire training, that will equip professionals to respond successfully to any emergency or disaster.

Phase I of the FETF is fully operational and conducting training for airport firefighters, plus confined space and trench rescue. Firefighters are able to train against computer controlled propane fueled fires in two full-size mockups of 737 aircraft. Live practice with fuel spill fires, cockpit fires, lavatory fires, APU fires, galley fires, and engine fires are a part of the hands-on training In addition, rescue personnel are currently training in a variety of confined space and trench rescue scenarios, providing hands-on experience in how to sheet and shore a straight wall, single wall sloughs and T-trenches.

Phase II, currently under construction will provide fully equipped on-line classrooms, offices, and an extensive locker room with washing machines to extract hazardous wastes. On-line instruction will enable professionals to train at their facilities and limit the expense and travel to the FETF to only the live hands-on training components. This will expand access for emergency response professionals across the country and internationally.

Each of the partners who shared in this vision brought something special to the project. The FAA, which requires all airport rescue firefighters (ARFF) to participate in a live fire training exercise to certify the airport as operational, provided the majority of the funding for the FETF.

The state and city also provided funding and support the on-site operations of the FETF. The City of Ocala owns the FETF and contracts with CFCC to provide the training.

However, a special relationship in this partnership has evolved between E-1 and CFCC. Emergency One is the largest manufacturer of rescue vehicles, fire trucks, and ARFF trucks in the country. They operate five manufacturing sites in Ocala and have a dealer network that is worldwide. Their reputation and relationships around the globe are vital to the marketing of the training opportunities available at FETF. "Including training in our package to the airports give us an advantage over our competitors. It is a win-win situation." Jay Johnson, International Marketing Director, E-1.

Emergency One includes FETF brochures and course information in their promotional material that is distributed to dealers and fire departments worldwide. For example, through contacts, space was secured at the international show in Argentina to showcase the FETF. In addition, when Egypt placed an order for ARFF trucks, E-1 included the cost of the training, plus room and board, in the final price for the ARFF trucks. Public/private partnerships succeed, like the one between E-1 and CFCC, when the marketing and business skills of E-1 combines with the training expertise of the college, and usage of city and state operated facilities, to create economic and educational success for all parties. The FETF is now a reality and an emerging legacy to the strength of partnerships and linkages and how institutional change is opportunity.

Not Just Any Jail

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Historically, anyone winding up in jail languished days, weeks, or months until the judiciary branch of the government sorted through their plight. Inmates at the County Jail spent their time watching television, playing cards, or listening to local church volunteers spread the gospel. This was reality at the Mecklenburg County Jail Annex in the spring of 1992. Chaplain Walter Dennis of the Mecklenburg County Sheriff's Office contacted Dr. Cynthia Johnston, Department

Head of the Adult Basic Education/GED Program at Central Piedmont Community College (CPCC), and requested GED prep classes on site. Due to a shortage of funds, the College could only provide instruction for six hours per week. In a 15' x 25' room, instruction began for ten women on Monday nights and eight men on Friday afternoons. From this humble beginning in a temporary facility, this partnership has nurtured a program that serves over 300 inmates a semester, in dedicated classroom space, with a fully equipped computer lab.

Mecklenburg County is the largest and most urban county in North Carolina. Like other urban areas in the country, Mecklenburg found it necessary in 1992 to increase its jail space due to a rising crime rate and a backlog of court cases. Existing jail facilities were overcrowded and a new jail was scheduled to open in the summer. The Sheriff and Chaplain Dennis shared a vision. To reduce over crowding, they would need to shrink the number of repeat offenders. Education was the key. After meeting with the College's representatives, it became clear that a new funding source would need to be tapped to provide the same quality and conformity of a jail program with the classes that already existed in the community.

Subsequent to 1992, community colleges in North Carolina had played an integral role in meeting the educational and training needs for inmates through the North Carolina Department of Corrections and *not* the local jails. The belief was that only after sentencing and placement in a state correctional facility would it be necessary to provide programs for inmates. As GED literacy programs are free in North Carolina, the College could not afford to make a long term commitment to provide an instructor or equipment. The Sheriff would not be deterred, so he decided to use revenues generated from the Inmate Resources Account to hire a consultant, Ms. Jan Thompson. Working closely with CPCC and county computer personnel, the jail purchased the PLATO 2000 Learning System and 20 computers to establish a classroom lab at the newly constructed Mecklenburg County Jail North.

Classes began in the summer of 1992 in the new lab, and instructional hours increased from six hours a week to thirty hours. Inmates awaiting bond, trial, sentencing, or transfers were allowed to enroll in the program if they met the eligibility requirements. The program was strictly voluntary. Very quickly, the jail administration and the detention officers observed that inmates who participated in the program seemed to make more social progress, and inmates recognized what a privilege it was to attend class. Although turnover was high in the program due to the various legal processes, students who were released back into the community were able to continue their studies at the various learning centers already in existence through the community college. This enabled former inmates to transition smoothly from an incarcerated environment to a community setting.

Other outcomes became just as gratifying and routine. Student inmates who successfully completed the GED Program were referred to CPCC upon release to begin college level work in either a technical or academic program. In addition, the College initiated short-term training programs for the Job Link Career Center to train GED and high school graduates for entry into a meaningful vocation. GED graduates who had completed the program but were still incarcerated, returned as peer tutors. When student-inmates were transferred to other correctional facilities before completing their requirements, educational records were forwarded so that they could resume their studies.

As of this writing, eighty-nine inmates have earned their GED certificates while incarcerated. Only one candidate is known to have returned to jail, and that individual spent less than 30 days after being re-arrested. One hundred inmates have completed the educational components they were enrolled in and completed their testing requirements at other educational or correctional facilities. The current Sheriff, Jim Pendergraff, points out that the repeat offender rate among prisoners was 93% when his predecessor began the program and "it now averages between 70 and 75 %." This program has contributed to the decline of the repeat offender in Mecklenburg County jails.

For a program to be exemplary and a partnership to work, partners must have a shared vision, dedicated and creative personnel, a clearly identified need, and a design which can be easily replicated. The Mecklenburg County Sheriffs Department and CPCC have done just that. Together they have transformed jail from a holding facility to an educational facility—a first in North Carolina, and a model for the nation.

Centralia College East Facility Development Partnership

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Centralia College East, A Tale of Multiple Partnerships: Development and construction of a facility housing Centralia College's East County Center is the story of a community's vision coming to fruition through partnerships involving the college and dozens of organizations and individuals.

In August, 1997, Centralia College's outreach program in Morton, Washington, moved from a two-room center in the Morton High School, its home since 1983, to a building of its own. The East County Center became Centralia College East. State funds were not available in the foreseeable future for the project. However, after encouragement from the community advisory committee and the center's students, faculty and staff plus a September, 1994, highly favorable feasibility study, the college administration committed itself to finding a better way to serve residents of eastern Lewis County. With the help of the partnerships and linkages described below, this commitment turned into the reality of a new college facility in Morton.

The Preapplication: Sept., 1994, the community liaison for the Randle Ranger District, encouraged Centralia College to apply for federal assistance to construct the long-needed college facility in Morton. College President, Dr. Henry P. Kirk, invited the director of the Centralia College Foundation, Kathleen Thornton, and the director of East County Center, April Doolittle, to develop and submit to the Lewis County Commissioners a $250,000 preapplication for construction of Centralia College East.

December, 1994, the Commissioners sent the preapplication to the Washington Community Economic Revitalization Team (WA-CERT).

The Land: A building site was needed. The college worked on its partnership with the Morton School District, and in February, 1995, the school district invited the college to make a proposal to the school board.

May, 1996, the Morton School Board made the final decision to permanently partner with Centralia College. accepting a quid pro quo agreement and transferring .9 acres to the college to serve as a site for the proposed Centralia College East facility.

The Grant: February, 1996, WA-CERT accepted the preapplication and referred it to the USDA Forest Service Rural Community Development Grant program. Doolittle and Thornton then worked with their new partners from the Forest Service to write the grant application and finalize the required supporting documents, including the school district agreement, building plans, $324,000 budget, and environmental assessment.

June 30, 1996, the foundation submitted the completed grant application. July 14 the Forest Service awarded the $250,000 grant.

Environmental Assessment: Several potential environmental roadblocks existed. Wetlands were a concern. Most daunting, the city had placed a moratorium on further sewer hook-ups until lines were repaired.

The city was supportive, recognizing the value of a growing college and a facility that would serve the residents of the region. The city became a working partner. Satisfied by proposed impact mitigations and temporary alternatives for sewage disposal, the Morton City Council approved the college's State Environmental Policy Act Checklist. The city also readily granted approval for driveway and utility easements.

From the Plans to the Bid: The Centralia College Foundation could not apply for a grant to build a building without a set of plans. However, prior to receipt of the grant there were no funds to pay an architect. July, 1995, a crucial partnership between the foundation and Altrusa Club International—Chehalis/Centralia resulted in a $2,500 gift used to fund initial design work.

December, 1996, an unanticipated survey was needed to complete the plans. Creating the first key project partnership between the college and an area business, Butler and Zenkner Land Surveyors, agreed to donate the survey.

January, 1997, Centralia College staff revised the specs and plans for the bid process. Bidders indicated that they required engineered site specifications, another unanticipated cost. Centralia College graduate and retired engineer Jim Thode agreed to donate the engineering.

March, 1997, the contract was awarded to Andrew Noel Construction. Inc. for $364,000.

The Match: The college was looking at a $400,000 project with about $130,000 more to raise. *The East County Journal* featured the building project and ran ads identifying contributors and the amount raised. Thornton and Kirk met with John Alexander, the president of Security State Bank. Alexander understood the need for the project and wanted to set an example for other businesses. He committed $15,000.

Key Bank then donated $2,000, the Ben Cheney Foundation contributed $15,000, and sixty more individuals, organizations, and businesses added their contributions.

Tacoma City Light joined the partnership, contributing $15,000, an oak reception counter, a computer, and photos.

The college community also chose to join in the partnership that spring. The Associated Students of Centralia College funded construction of the new student lounge. The Budget Review and Planning Committee designated $15,000. The Centralia College Foundation completed construction costs with $85,000.

The Construction: May, 1997, the Ground-breaking Ceremony provided an opportunity for our partners to be recognized and thanked: the Mayor of the City of Morton; John Alexander; Ranger Harry Cody; Foundation Board member Wisten Aldrich; Kathy Simonis, College Trustee; and Dr. Kirk.

Contractor Andrew Noel helped modify the design to save costs and donated fill and bark. His crew completed the building by August, 1997.

As agreed, the city allowed the college to move into the new facility without a sewer connection. Sanicans were installed. Classes started in the facility on September 22, 1997. By mid-October, the sewer hook-up was complete. Toilets flushed, faucets ran, and students and staff celebrated.

The final project, landscaping, has engendered new linkages. Contractor Max West donated 1,500 yards of topsoil. The city provided compost. Local nurseries are contributing plants. Volunteers, including the Master Gardeners, will do the planting this spring, 1998.

The Dedication: December 6, 1997, the ribbon was cut and Centralia College East was dedicated during a public open house. Phil Dodd, representing the Gifford Pinchot National Forest, stated, "Centralia College East is a model of the kinds of partnerships that the Forest Service strives to have in the community." Centralia College East exists today because of those partnerships.

East Bay Collaboration of Flexible Manufacturing

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The Chabot-Las Positas Community College District consists of two separately accredited California community colleges: Chabot College, located in the greater San Francisco Bay Area community of Hayward; and Livermore's Las Positas College, located in what is rapidly becoming the world's largest laser technology center.

Both colleges have remained responsive to their respective workforce demands and have striven to prepare properly those who either seek job entry and for job advancement opportunities. However, recently this mission has been intensified mainly because both campuses have experienced major changes in facility upgrading of their respective workforce training centers. Chabot received several State capital outlay grants which enabled the college to completely revamp program delivery in several occupational areas including automotive diagnostics, computer-assisted drafting, electronics, and machine tool technology.

At the same time, Las Positas College, also through the receipt of State funding, was able to construct a state-of-the-art technology center which will house the college's unique laser optics program (one of the few programs existing nationally).

It was with the completion of these major capital outlay projects that the colleges and the District were able to create the East Bay Collaboration of Flexible Manufacturing, a collaboration that was based on partnerships with the leading Bay Area employers.

To date, three major agreements have been signed with the following three partners: Lawrence Livermore National Laboratory (LLNL); Sandia National Laboratories (SNL), now owned by Lockheed Martin; and San Francisco Bay Area Rapid Transit District (BART). In the late spring, the District intends to include a fourth partner by signing a Memorandum of Agreement with a major national airlines company.

In all three signed agreements, none of these entities have ever partnered with a community college district nor have any of the three had long term partnerships with one another

Drawn into this collaboration because of its strong affiliation with the University of California, LLNL brings additional services to the partnership which few others can match. Transfer agreements between the colleges and the UC system have been strengthened; internship programs for continuing community college students and faculty are being provided at the work sites; partnerships with the local K-12 districts have been revitalized; and the colleges' fastest growing student population—part-time workforce trainees—are discovering flexible scheduling, competency-based, goal-oriented, modularized curriculum, and media-centered delivery systems that defy the once static, lock-step program delivery that plagues so many other colleges.

The East Bay Collaboration of Flexible Manufacturing has developed two new college programs: beginning in the fall of 1998, Chabot College will be offering a unique occupational program in machine tool technology/optics fabrication; and Las Positas College will be offering the laser optics program. Neither program would have been possible without the donation of laboratory equipment, the expert guidance of laboratory personnel and experts, and the use of laboratory on-site facilities and equipment for instruction purposes.

Under development is a unique program in electronics to help rapid transit operators improve their current skills and/or learn new safety and operational strategies. This program will be expanded to include at least one other Bay Area community college as a training base.

In conclusion, the East Bay Collaboration of Flexible Manufacturing has the following major objectives:

- Provide unique training and retraining opportunities through the design and development of tutoring systems for technicians and technologists;
- work toward the development of broader partnerships to develop enhanced training opportunities in response to industrial demand for a trained workforce;
- provide the colleges assistance, through access to laboratory technology experts and appropriate programs and facilities;
- work with the colleges to promote cooperation with other higher educational institutions including K- 12 districts; and
- provide summer internships for faculty and students at the laboratories and cooperating industrial institutions.

Preparing Students for Work in the 21st Century—
A Business-Education-Labor Initiative

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The Mott Community College "Preparing Students for Work in the 21st Century" initiative provides for the partnering of the education, business and labor communities to impact educators, enabling them to better prepare students for careers in the 21st Century. It represents the creation of relationships between and among labor and business, and K-12 and post-secondary education representatives. The initiative recognizes the building process of developing knowledge, skills and competencies from elementary grades through middle school and high school, to the post-secondary level and into the workplace. It connects educational disciplines with personal competencies and workplace problems, acknowledging the integrated relationships necessary to be successful in the world of work.

This initiative has several unique features. It was initiated by our Labor partners who were concerned about rapid change taking place in the workplace that was not reflected in changes in local education and training systems. It is also unique in that it matches teams of educators from local K- 12 districts (1 elementary, middle and high school teacher) with community college faculty who partner with the business and labor representatives at the work site. The initial pilot addressed local labor market projections indicating the need for skilled trades technicians in manufacturing over the next 5-7 years. The expanded initiative includes additional academic disciplines and diverse local workplaces.

To impact teaching and student learning, we determined that we must first impact the teachers. They needed an understanding of the forces that are driving employers and workers. We wanted to structure experiences that would raise awareness of the skills and competencies required by local employers; develop an understanding and level of comfort of current and future technologies; connect the education and learning process to the world of work; and enable the teachers to develop and align appropriate age/grade level activities and curriculum for use in K-14 classrooms.

Teams of teachers from schools inside the city and out-county districts were recruited. The MCC faculty member met first with the business and labor representatives to identify key skills and competencies that they believe need to be addressed. They developed a plan for the teacher work site visits. Workplace activities included job shadowing, tours, and in-depth conversations with employees. We wanted the teachers to see all aspects of the business, then focus on a specific trade. Workers they were in contact with were encouraged to explain what they are doing and why; provide information about their education and experience; indicate the technology they were using; share information about how their job and/or the industry has changed; and demonstrate how math, reading, writing, problem solving, teamwork, critical thinking and other skills are used in their work.

The teachers identified key skills and competencies that are needed in the workplace that they could develop in their students. They worked as a team to identify one or two skills that they would focus on in their classrooms. The teachers each developed lesson plans and activities that they would utilize with their students. They shared information from the site visits and their classroom experiences with their peers in the program and within their buildings and districts at the conclusion of the project.

A critical component was a meeting of the educator team with the labor representative, apprentice coordinator, plant manager and human resource manager ("Key 4") following the work site visits. They were able to clarify and reinforce information, and explore potential future opportunities for themselves and their students. Acknowledging that these business people are very busy, one team reported they had scheduled 20-30 minutes with the "Key 4". Due to interest and enthusiasm, their meeting lasted for two hours with a sincere willingness to support the teachers expressed by the workplace representatives. This was the formation of an on-going relationship between the teachers and the company representatives that will benefit all participants.

The project was piloted with three teams of educators at three manufacturing work sites in the spring of 1997. It has currently been expanded to include ten teams of educators in ten diverse work sites in the area. School-to-Work funds were used to reimburse districts for the cost of substitute teachers while the classroom teachers participated in the work site visits. MCC faculty were compensated for their time coordinating and participating in the work site experiences. The project is easily replicated by other colleges. Mott Community College is willing to share materials and forms developed to support the expanded project.

The benefits to Mott Community College and our students have already begun. Faculty members who participated in the process identified a number of activities and processes that they are utilizing in their classrooms. In response to their observations and specific requests from the workplace, instructors are structuring problems and projects for students to work together to solve. They are providing more opportunities for students to work together in teams and utilize technology (specifically computers) in their assignments. They are requiring students to utilize written and oral communication as they demonstrate proficiency in technical skills.

Representatives from the workplaces are willing to assist in a number of ways, including speaking with students and classes, assisting in project development and evaluation of student work. Instructors are able to provide relevant "real world" examples for students, answering the question "why do we have to know/do this".

Communication among faculty is increasing as instructors seek advice to support student learning in liberal arts and vocational/technical courses. We are seeing faculty prepare their students for new levels of achievement that will make them successful in the classroom and the workplace. Having witnessed initial benefits, Mott Community College is committed to continue and expand this process.

Jobs will continually demand new skills as technology evolves. A coordinated education system which begins at the elementary level and builds through the middle school and secondary levels and continues through post-secondary and beyond is necessary to meet the needs of employers and the career goals of students. This initiative can be a means of developing an education system that works as we prepare students for work in the 21st Century.

PROJECT BEL-CAP: A Collaborative Endeavor to Teach Students Literacy Skills for the Workplace

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In 1989, long before school-to-work programs became a national trend, Mott Community College reached out into its community and formed a partnership with the Mt. Morris Consolidated School District and AC Rochester Flint West, which has become AC Delco System Flint West. The partnership became known as Project BEL. The acronym stands for Business, Education, Labor.

Project BEL's mission has been to develop a workplace literacy model that will prepare Mt. Morris students and employees to function productively in a new and rapidly changing world market place and able to meet future career challenges. Under this program, high school curriculum has been redesigned and developed to achieve a workplace literate adult. A mentorship program enhances the learning experiences for all students.

Project BEL provided the basis for the "Federal School-To-Work Opportunities Act of 1993" (HR2884). It provides a model for systemic change in both business and school environments.

The Career Articulation Program (CAP) was added to Project BEL in 1993. CAP addresses the needs of students by providing workplace literacy skills and career articulation. It requires all students to develop educational plans and expectations at all grade levels to include a commitment to pursue at least a two-year degree in the field of their choice. Faculty from Mott Community College and Mt. Morris Consolidated Schools work closely with their partners from labor and business to develop curricula which essentially guarantee students will make the successful transition to post-secondary education and ultimately to work.

Careful study and research indicated a need for students and staff to focus on high school to college transition in order to prepare students to manage the demands of a post-secondary educational environment and the world of work. Consequently, the partners identified Ten Workplace Literacy Skills which were then implemented into the high school curriculum. Included among the literacy skills valued by business, education, labor, and the K- 12 district are critical thinking, math, and communication skills. To ensure that students have the requisite skills to succeed in such study, the Mott Community College and Mt. Morris Schools faculties developed an articulated curriculum. These joint faculty teams developed a five year plan of action. During the first year they met regularly and reviewed the MCC requirements in math, reading, science, and language skills and revised the Mt. Morris curricula in grades 9-12. Additionally, they shared their Career Based Workplace Literacy format. During the second year the joint faculties continued to meet, reviewing the College's specialty program requirements. These included programs such as Auto, Drafting and Design, Electronics, and Welding. Then they revised the high school's curricula. Faculty and administrators from both institutions began discussions about articulation agreements and advanced placement for Mt. Morris graduates who would be coming to Mott to pursue their education. These discussions produced articulation agreements which enable these graduates to enter Mott with as much as twenty-four hours of articulated credit after they successfully complete specific

MCC courses. During this second year of the Plan the Mt. Morris faculty continued to revise their curricula along with that of Grades 7 and 8. During the third year Mott reviewed outcomes of career and technical programs with representatives from Business and Labor and revised them accordingly. The faculty from the Mt. Morris Consolidated School District integrated workplace literacy skills into K-6 curricula. During the fourth and fifth years of the Plan, the joint faculty, administrators, and staff continued what they had begun, always reviewing for continuous improvement.

Administrators and staff from MCC have worked with the High School staff to develop shared management work teams. They hope to ultimately eliminate the need for all remedial work in the basic skills when Mt. Morris students enter college at MCC. Disaggregate data that the College gathered covering the three school years from 1991-92 to 1993-94 showed that 299 students entered Mott citing Mt. Morris as their home school district. (Mott requires that all students take a battery of placement tests.) Results showed that 78.9% of these students were assigned to a Remedial Reading course; 55.1% were assigned to Remedial Math course, and only 37.8% were ready for College English (English 101)—the others placed into some form of remedial writing. Improvement has been documented in the areas of English and Math. Placement results from Spring 1997, the latest statistics available, indicate that only 32.3% of the Mt. Morris students required some type of Remedial Math, an improvement of 22.8%, and 19.7% required some type of Remedial English, meaning that 80.3 % were ready for College English, also a significant improvement.

In an effort to facilitate their transition to college, every year since 1996 Mott has hosted the entire Mt. Morris High School graduating class for a day of placement testing, tours of the campus and its facilities, and lunch. In 1998 plans were begun to tentatively offer the MCC placement tests to 9th graders as a benchmark.

Working together in a collaborative fashion, BEL/CAP partners have been able to raise teachers' and students' expectations. BEL/CAP supports teachers in delivering instruction in traditional content areas coupled with workplace literacy skills. Both Project BEL and the CAP compliment each other from mission statement to goals. BEL/CAP serves all students in the Mt. Morris District from kindergarten through high school, adult and alternative education—not just vocational education and technical preparation students. This is an effective, award-winning business, education, and labor partnership from which everyone benefits!

Linking Self-Help With Education: A Collaboration Between City College of San Francisco and the Delancey Street Foundation"

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City College of San Francisco (CCSF), one of the country's largest and most diverse community colleges, serves some 86,000 students in the community by offering a wide variety of academic and vocational courses and certificate programs at nine campus and 200-plus sites located throughout the city of San Francisco. Through thirty years of incremental growth and development, the college has clearly increased its accessibility by expanding its physical presence.

What has resulted would appear, on the surface, to be almost "blanket" coverage of this small, densely populated urban landmass (only seven-and-one-half miles by seven-and-one-half miles and home to 780,000 people).

The reality is that even as CCSF celebrated its diversity, with dedicated campuses for communities as multicultural as Chinatown, the largely Hispanic Mission District and the gal/lesbian Castro/Valencia neighborhood, there were still "hidden" pockets of the community left to identify and serve. Under the leadership of Chancellor Del M. Anderson, CCSF entered into a partnership with the Delancey Street Foundation, San Francisco's renowned self-help residential program for the rehabilitation of substance abusers and ex-convicts, to provide educational access for its residents. The goal of the partnership: to offer community college classes to Delancey Street residents in a format that meets the strict terms of the Delancey Street residence requirements. The course delivery mode chosen was telecourses.

"Delancey Street is doing an excellent job of educating a segment of society that no one else wants to deal with—we should help them. The residents of Delancey are in various stages of rehabilitation and may find it difficult to navigate through our regular structure—so I'd like to make this as easy as possible for them." With these words from Chancellor Anderson, CCSF sent a team of faculty, staff and students representing Telecourses, Counseling, Admissions and Records, Financial Aid and the Extended Opportunity Programs and Services to counsel and enroll 26 residents on-site. These new CCSF students chose to register in four of the eighteen telecourses CCSF transmitted via the college-operated Educational Access cable television channel in the Spring of 1997: Art of the Western World, History of Latin America, Ecology and Human Environment, and Living with Health.

Although the average resident is functionally illiterate and unskilled when entering Delancey Street, all residents receive a high school equivalency and are trained in three different marketable skills before graduating. The minimum stay at Delancey Street is two years; the average stay is four years. The CCSF telecourse program is their first opportunity to earn college credit. Delancey Street residents may not leave the compound without supervision, making the telecourse course delivery mode the appropriate one. Organized group viewings and student study groups help to reinforce important social and employment skills.

The partnership is now in the third semester, giving the institutions an opportunity to assess the effectiveness of the program. Enrollment has grown from 26 to 41 in this time period. The completion rate is 83%, some 13% higher than that of the general telecourse population completion rate. Grades in the first class of Delancey Street students were all A's and B's.

To adequately measure the effect the CCSF telecourse program has had on the Delancey Street residents in human terms is immeasurable. The population of Delancey Street ranges in age from 18 to 68; approximately 25% are women; 33% are African-American, 33% Hispanic, and 33% Caucasian. The average resident has been a hard-core drug addict for ten years, and has been in prison four times. Many have been gang members; most have been trapped in poverty for several generations. Higher education has never seemed an attainable goal, yet the excitement and awareness that has grown in the cohort group is palpable with education the vehicle to facilitate new understanding about self and society.

The agreement between CCSF and Delancey Street allows that, upon completion of one full year of telecourse enrollment, Delancey Street residents may enroll in classes on the main campus. Seventeen have chosen to do so, and telecourses provided the avenue to get them there, to reintroduce them into society: that, and a lot of care and respect from educators and community activists in San Francisco working together in partnership.

Junior Medical School
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The Junior Med School Program at College of DuPage represents a partnership between the Center for Youth Education, local hospitals, medical training facilities, and medical associations to provide science education to children and youth and, at the same time, introduce them to medical careers. This unique approach developed from the Center's mission to complement science education in elementary and middle school by offering programs that explore under-represented areas of science inquiry integrated with a strong career component. Typically, medical science is not included in the high school curriculum; it is virtually non-existent at the middle school and elementary levels. By studying medicine, students are exposed to new material that integrates lessons in biology, microbiology, chemistry, and health, subjects that are studied in school.

Beginning in Grades 4 and 5, Junior Med School students are introduced to major organ systems using biological models and simple projects with assisted animal dissection. In the middle school grades, the curriculum expands to include the chemistry of lab tests and related diagnosis of diseases, anatomy and physiology, surgical procedures, and immunology. A paramedic component allows young teens to earn a Community CPR Card from the American Heart Association, in additional to learning valuable first aid techniques.

Currently there are six different courses in the Med School sequence: Junior Medical School (4th and 5th graders), Junior Medical Lab (Junior High), Junior Paramedic (Junior High), Junior Surgeon (Junior High), Immunology (Junior High), and Emergency Room Medicine (gifted Junior High students). The curriculum was developed largely by part time college faculty, incorporating training materials provided by sources such as the American Association of Clinical Pathologists, who eagerly lent their support when they learned of the existence of this program. Hands-on lab classes are complemented by computer simulations which allow students to become knowledgeable about anatomy and physiology, examine patients, and even perform operations in real time. Among the teaching faculty are a nurse from the ER at Loyola Medical Center and a physician who instructs at the National College of Chiropractic. Other faculty include surgeons, paramedics, and school science teachers. Classes typically meet for 6 to 8 sessions on Saturdays during the school year and weekdays during the summer. Class sizes range between 8 and 16 students. Since its inception in 1993, Junior Med School has enrolled over 580 students.

An important feature of each middle school course is the on-site experience, a field experience in which youth get first-hand impressions and training from medical personnel at work in medical labs, hospitals, emergency rooms, even the

Life Star helicopter based at Loyola Medical Center. Participating hospitals include Good Samaritan Hospital in Downers Grove and Central DuPage Hospital in Winfield. The Central Medical Education facility in West Chicago is used in conjunction with the Junior Surgeon course. This facility normally trains operating room technicians.

A physician shadowing component for high school students is scheduled as the next step in the development of this program. Discussions have begun with Hinsdale Hospital about the possibilities of students observing surgeries.

Partnering for Progress: Preparing Students for Mathematics Skills

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In the spring of 1996, Marty Donnally, chair of the Mathematics department at Glenbard East High School, Lombard Illinois, called College of DuPage's Assessment and Testing office with a major challenge facing their division. Students coming to Lombard in the 9th grade, particularly those students transferring in from outside of their district, were being placed inappropriately in mathematics courses due to inaccurate or often unavailable transcript and test score information. Once placed in a course, math teachers were finding that students had to move in and out of sections, were often not successful in sections where they were placed or both.

Mr. Donnally sought the college's help by asking for an assessment that might assist in better placing his students. By working with Irene Kovala, Dean of Alternative Learning and after investigating several options, the ASSET test from ACT was proposed as an exam to use. A pilot program was proposed to examine the reliability and validity of the test for this target population and in the fall of 1996 the first series of students were tested. Glenbard East paid for the ASSET exams and College of DuPage donated the staff service time of test scoring and analysis. In early 1997 when the first semester grades were available data correlation and a research report was generated revealing the first year results.

The results were positive and it appeared that ASSET was a good predictor of student success in mathematics. A second phase of the pilot was then proposed for the 1997-98 year, which moved the testing and scoring to the Lombard site and provided Lombard counselors with the tools to talk to students about their test results. As soon as semester grades are available, another correlation table will be run.

The end result will be Glenbard East being able to find and utilize a tool that will better place their students in mathematics courses. The benefit to College of DuPage is the anticipated better prepared students of the future who enroll.

The College of DuPage—United Parcel Service Program

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The College of DuPage, United Parcel Service (UPS) Program, is an example of an exemplary initiative in partnerships and linkages. To meet the program's goal of offering convenient, accelerated educational programs for full-time UPS managerial personnel, College of DuPage delivers courses on-site at the UPS Northern Illinois Training Center in Addison, Illinois. These credit courses address the specific training objectives of UPS and meet the associate's degree and/or certificate requirements of College of DuPage. In addition to offering credit courses of degree/certificate completion, on-site recruitment, admission, assessment, advising, counseling, and registration services are provided as part of this comprehensive education program.

In the past, UPS employees were originally hired as college students and promoted internally to managerial positions. Many have never completed their degree due to changing work and site shifts, putting them at a disadvantage when promotions are posted which require college degrees. The College of DuPage—United Parcel Service Program was developed to meet that need. The College of DuPage Business and Professional Institute made the initial contact as part of their outreach effort to business and industry. The Offices of Admission and Advising collaborated on an initial information session. Individual advising appointments with employees were conducted to determine student's needs and goals. This information was also used to determine which courses should be offered. The next step was to determine if any of the extensive training that UPS provides these employees could be used to award proficiency credit. Faculty coordinators reviewed the materials and awarded proficiency credit for leadership development, career development, supervision, and total quality management.

The next step was to meet with the UPS managerial training staff to determine which courses would meet UPS training objectives and how courses would be offered. After reviewing these needs and ensuring that the courses selected met UPS training objectives and degree requirements at College of DuPage, four recommendations were made. Courses would be offered on-site at the Addison facility, at a time convenient to the UPS employees, and would be delivered in five to eleven weeks depending upon the class in consultation with the faculty coordinator. In addition, on-going advising support would be provided throughout the employee's educational experience.

The program began serving students in May 1996, with 25 managerial employees enrolling in the program. To date, 35 managers have taken advantage of this program, and eight have graduated with an associate's degree. Since many of the managers want to pursue their bachelor's degree, College of DuPage collaborated with personnel from DePaul University's School for New Learning to establish a bachelor's degree program. Several managers are currently enrolled in this program at DePaul. In addition, a certificate in supervision management program is being implemented for part-time supervisors. This 20 credit hour certificate program, which began in February 1998, will help prepare part-time supervisors for future full-time managerial positions.

Vocational Skills Technology Program

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Innovation was the direct result of recognizing that the original programming for welfare to work in Lake County was ineffective. The agencies providing service could not demonstrate that people got jobs as a direct result of attending their programs. As a result, three agencies, The College of Lake County Public Assistance Coordination (CLC-PAC), the Illinois Department of Human Services (IDHS), and the Lake County Health Department—Vocational Services (LCHD-VS) developed a unique inter-agency collaboration that functions as a single comprehensive training system. These institutions came together to agree upon a single program outcome, placing welfare recipients into unsubsidized employment. That meant the training system had to be founded on the needs of business and industry and not on existing coursework or services.

Using the College of Lake County Vocational Skills Training (VST) program as a vehicle, these agencies work together preparing students to enter the workforce as qualified microcomputer office skills staff By ending competitive programming targeted to the same client base, this partnership consolidates client recruitment, reduces duplication of services, and uses limited resources more effectively that enhances services to TANF recipients. CLC-PAC provides the instruction and academic/guidance counseling, DHS provides funding for transportation and childcare, and LCHD-VS provides career counseling technical job development and job placement. Together they work with the Employer Advisory Council (EAC) which consists of major employers in the county to insure that students graduating from the VST program are prepared for the workforce and placed and retained in unsubsidized employment.

The unique feature of internal management of this program is that there is one program and one client. In 1992, the coordinating agencies realized that individually there were not enough resources to serve their clients. Consequently, they determined to treat all clients as a member of each agency and all program management as one program. Joint decision-making and coordination of the client/student caseload enables the partnership to operate as a single comprehensive training system for TANF recipients. This shared information makes each agency accountable to the other two, and all three agencies accountable to the employers. That philosophy of communication creates an atmosphere of trust resulting in seamless transition from the VST program into unsubsidized employment.

The Employer Advisory Council is actively involved in streamlining the training, incorporating soft skills, and developing a system for accountability. These partners clearly identify the skills needed for success in the workplace which in turn has resulted in dramatic changes in curriculum and instructional methodology. Under their guidance, the curriculum content is based on the most current office technology and the occupational skills standards. Because the employers emphasized the importance of teamwork, interpersonal skills, and high level critical thinking skills as described in the SCANS report; therefore, a problem based instructional methodology that emphasizes the use of resources, development of interpersonal skills, and management of information was selected.

In order to access the top quality computer labs, the VST program partnered with the college credit business division. As a result of increased communication, the Office Skills Technology faculty worked with the VST staff to adjust curriculum to not only meet the needs of business but also allow seamless transition to college level coursework.

The partnership operates in concert throughout the training cycle. At the beginning of each semester, the inter-agency partners meet to discuss and incorporate new programming ideas provided by the business partners. The collaborative partnership works together through the recruitment, testing and registration process and also provides information and referral to other community resources as needed. During the semester coordinators, instructors and vocational counselors hold regular case management staffings to discuss student/client issues and progress. At the same time, the business partners are invited into the classroom for speaking engagements which also gives them an opportunity to the observe the instructional process. The instructional part of the program culminates in a mock interview where volunteers form the personnel departments of the EAC meet with students and evaluate their interviewing ability. Evaluation critiques by the employers collected from the mock interview sessions are shared with the program instructors and recommendations for change are incorporated into the curriculum. Continuous improvement is achieved through end-of-semester review of student outcomes against employer needs resulting in a perfect match between employer needs and employee skills. Upon completion of instruction, the client works with LCHD-VS job developers to seek employment. Each year, a graduation ceremony is held at the college in honor of the students. It is widely attended by college, DHS, and LCHD-VS staff; family; friends; and the business community.

This unique inter-agency collaboration that provides a single comprehensive training system is a model that can be replicated anywhere. Beginning with the end in mind, all the players must be brought to the table. Focusing on the goal and not current systems, the needs of the clients, the employers, and the agencies must be analyzed. By highlighting the strengths of each partner, preliminary meetings must share how each agency is accountable to their funding source and describe in detail the latitude they have for the use of resources. The next step is formalizing inter-agency program agreements. Finally, regular, ongoing communication and collaboration make it possible for all agencies to jointly claim success.

The impact of the VST program is measured by completion rates, job placement rates and reduction in the TANF roster as well as placement and retention in unsubsidized employment. The completion rate for the VST program for the last three fiscal years averaged 79%. During the past six years, the average job placement rate in unsubsidized employment within six months of completing the program has been 70%. The most dramatic placement rate occurred in fiscal years 1996 and 1997 when 87% and 84% of the program's graduates respectively were gainfully employed in unsubsidized employment.

In addition, increase in earnings and a concomitant reduction in welfare support are the criteria for measuring the impact of the VST program in the county. Based on reports received from the Illinois State Board of Education through Social Security reports, the savings to the State of Illinois over the last four years (FY93 through FY96) has been $1,221,012. This amount reflects TANF grant reductions and case cancellations. The number of clients with grant reductions and/or case cancellations over the last four years has increased by 150% from FY93 to FY96.

After seven years in operation, the employment rate of individuals being placed and retained in jobs increased 69% to the current 84%.

Vocational Skills Technology Program

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Innovation was the direct result of recognizing that the original programming for welfare to work in Lake County was ineffective. The agencies providing service could not demonstrate that people got jobs as a direct result of attending their programs. As a result, three agencies, The College of Lake County Public Assistance Coordination (CLC-PAC), the Illinois Department of Human Services (IDHS), and the Lake County Health Department—Vocational Services (LCHD-VS) developed a unique inter-agency collaboration that functions as a single comprehensive training system. These institutions came together to agree upon a single program outcome, placing welfare recipients into unsubsidized employment. That meant the training system had to be founded on the needs of business and industry and not on existing coursework or services.

Using the College of Lake County Vocational Skills Training (VST) program as a vehicle, these agencies work together preparing students to enter the workforce as qualified microcomputer office skills staff By ending competitive programming targeted to the same client base, this partnership consolidates client recruitment, reduces duplication of services, and uses limited resources more effectively that enhances services to TANF recipients. CLC-PAC provides the instruction and academic/guidance counseling, DHS provides funding for transportation and childcare, and LCHD-VS provides career counseling technical job development and job placement. Together they work with the Employer Advisory Council (EAC) which consists of major employers in the county to insure that students graduating from the VST program are prepared for the workforce and placed and retained in unsubsidized employment.

The unique feature of internal management of this program is that there is one program and one client. In 1992, the coordinating agencies realized that individually there were not enough resources to serve their clients. Consequently, they determined to treat all clients as a member of each agency and all program management as one program. Joint decision-making and coordination of the client/student caseload enables the partnership to operate as a single comprehensive training system for TANF recipients. This shared information makes each agency accountable to the other two, and all three agencies accountable to the employers. That philosophy of communication creates an atmosphere of trust resulting in seamless transition from the VST program into unsubsidized employment.

The Employer Advisory Council is actively involved in streamlining the training, incorporating soft skills, and developing a system for accountability. These partners clearly identify the skills needed for success in the workplace which in turn has resulted in dramatic changes in curriculum and instructional methodology. Under their guidance, the curriculum content is based on the most current office technology and the occupational skills standards. Because the employers emphasized the importance of teamwork, interpersonal skills, and high level critical thinking skills as described in the SCANS report; therefore, a problem based instructional methodology that emphasizes the use of resources, development of interpersonal skills, and management of information was selected.

In order to access the top quality computer labs, the VST program partnered with the college credit business division. As a result of increased communication, the Office Skills Technology faculty worked with the VST staff to adjust curriculum to not only meet the needs of business but also allow seamless transition to college level coursework.

The partnership operates in concert throughout the training cycle. At the beginning of each semester, the inter-agency partners meet to discuss and incorporate new programming ideas provided by the business partners. The collaborative partnership works together through the recruitment, testing and registration process and also provides information and referral to other community resources as needed. During the semester coordinators, instructors and vocational counselors hold regular case management staffings to discuss student/client issues and progress. At the same time, the business partners are invited into the classroom for speaking engagements which also gives them an opportunity to the observe the instructional process. The instructional part of the program culminates in a mock interview where volunteers form the personnel departments of the EAC meet with students and evaluate their interviewing ability. Evaluation critiques by the employers collected from the mock interview sessions are shared with the program instructors and recommendations for change are incorporated into the curriculum. Continuous improvement is achieved through end-of-semester review of student outcomes against employer needs resulting in a perfect match between employer needs and employee skills. Upon completion of instruction, the client works with LCHD-VS job developers to seek employment. Each year, a graduation ceremony is held at the college in honor of the students. It is widely attended by college, DHS, and LCHD-VS staff; family; friends; and the business community.

This unique inter-agency collaboration that provides a single comprehensive training system is a model that can be replicated anywhere. Beginning with the end in mind, all the players must be brought to the table. Focusing on the goal and not current systems, the needs of the clients, the employers, and the agencies must be analyzed. By highlighting the strengths of each partner, preliminary meetings must share how each agency is accountable to their funding source and describe in detail the latitude they have for the use of resources. The next step is formalizing inter-agency program agreements. Finally, regular, ongoing communication and collaboration make it possible for all agencies to jointly claim success.

The impact of the VST program is measured by completion rates, job placement rates and reduction in the TANF roster as well as placement and retention in unsubsidized employment. The completion rate for the VST program for the last three fiscal years averaged 79%. During the past six years, the average job placement rate in unsubsidized employment within six months of completing the program has been 70%. The most dramatic placement rate occurred in fiscal years 1996 and 1997 when 87% and 84% of the program's graduates respectively were gainfully employed in unsubsidized employment.

In addition, increase in earnings and a concomitant reduction in welfare support are the criteria for measuring the impact of the VST program in the county. Based on reports received from the Illinois State Board of Education through Social Security reports, the savings to the State of Illinois over the last four years (FY93 through FY96) has been $1,221,012. This amount reflects TANF grant reductions and case cancellations. The number of clients with grant reductions and/or case cancellations over the last four years has increased by 150% from FY93 to FY96. after seven years in operation, the employment rate of individuals being placed and retained in jobs increased 69% to the current 84%.

The Technology Training Network
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Collin County Community College District, Richland College of the Dallas County Community College District, and the Telecom Corridor Technology Business Council (TCTBC) (an affiliate of the Richardson, Texas Chamber of Commerce) have established a college/corporate partnership to provide training for skilled technicians for emerging technology companies in the region. The partnerships are designed to provide educational training for college students as well as new and existing employees in the telecommunications, semiconductor manufacturing, and computer hardware/software and networking industries.

The Partnership: In the spring of 1996, the two college presidents and the TCTBC hoard of Directors combined resources to form the Technology Training Network (TTN). The TTN is an industry driven partnership governed by a seven member Executive Board comprised of the two college presidents and five industry representatives.

The purpose of the partnership is to facilitate the joining of technical experts and industry leaders with the colleges to identify high demand skills and develop technical training programs that will provide a certified work force. The goals of the TTN are to:

- Design and develop new training programs
- Deliver training
- Assess labor and employee skill needs
- Share resources to provide education and training for potential new employees
- Perform skill/task analysis for jobs in emerging technology companies

By establishing the TTN, each partner is able to contribute to the success of the venture by providing unique expertise, material and human resources, and leadership.

Role of Each Partner:

The Colleges Provide:

- Cost effective education and training delivery

- Excellent training resources including faculty, facilities, and equipment
- Experience in procuring and implementing grants from public and private sources

The Business Community Provides:

- Technical expertise through membership on curriculum program advisory committees
- Resources such as equipment, on-site training and cooperative work experience opportunities
- Employment of trained graduates and promotion of retrained employees

The Telecom Corridor Technology Business Council Provides:

- Access to diverse companies in the area
- Current statistical information regarding industry human resources needs
- Overall coordination of efforts of industry and college partners

The Training Program: Courses in telecommunications, semiconductor manufacturing, and computer hardware/software and networking are offered as continuing education and/or college credit courses. The training programs vary from fast-track courses requiring as little as 40 classroom hours of instruction to two-year associate of applied science degree programs in the specific emerging technology occupations. Since the training programs are designed to develop a new workforce and to retrain existing employees, the amount and type of training is dependent upon the needs of the student and the needs of the emerging technology company. Currently the average number of training hours per students for all programs is 108 contact hours. All programs include an internship, cooperative work experience or on-site training component to allow students experience in the workplace during the education process.

The two colleges offer independent curricula as well as the sharing of course offerings and equipment resources. The semiconductor manufacturing program received approval as a joint program between CCCCD and Richland College from the Texas Higher Education Coordinating Board. Students take courses at both colleges throughout their academic careers. This unique partnership allows the colleges to share faculty, laboratories, and equipment. It also allows employees to complete courses while working nontraditional shift hours.

Performance results in these emerging technology programs are continuously evaluated by students, faculty, employers, program advisory committees, and the TTN Executive hoard. To date, all groups have indicated positive results regarding the various training programs. As Pam Kajal, a telecommuncations technology student, indicated "I was afraid to take the first class, but with each class I get a little more confidence. This (program) came at a perfect time. I expect to make $40,000 when I finish!"

Success Indicators:

Success of TTN, can be measured by the following indicators:

- From February 1997 through December 1997 988 students had received training; 917 of these students are currently employed in a technology occupations
- 47 companies have received training

- $1.9 million grant from the Texas Workforce Commission Skills Development Fund was awarded jointly to CCCCD and Richland to provide tuition assistance for 800 students
- The colleges have developed and/or enhanced their curricular offerings in aforementioned emerging technology areas
- The TTN is now recognized in the Telecom Corridor as a network for the purpose of providing training programs to produce a highly skilled workforce for emerging technology employers

The TTN has been endorsed by the boards of trustees for the two college districts as well as the economic development councils of the cities in the Telecom Corridor. As Ron Martin, Senior vice President, Fujitsu Network Communications System says, "This is a unique cooperation between government, academia, and technology. The colleges and the TCTBC have established an infrastructure which will continue to support the training of high tech, high skilled workers. Jim Watson, President of TwinStar Semiconductor Inc. states, "Two key educational institutions have joined with local industry to create a source of technical expertise that will benefit the entire area. This effort will be looked on by potential technical growth businesses as assurance their needs for high quality technical human resources can be met."

Breaking Cultural Barriers And Bringing Diverse Communities Together: The Intercambio Experience

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Colorado Mountain College serves 40 mountain communities in the State of Colorado with 14 campuses. For many years ranching, farming, and mining were the primary industries and the population was widely disbursed and homogenous. Today tourism, particularly the ski industry, is the primary employer. The demand for low wage workers has brought an influx of Latino job seekers and their families to the region.

In the Roaring Fork Valley (communities supporting the Aspen and Vail ski industry) the population is now 24 percent Latino. Only 26 percent identify themselves as proficient in English. This recent and sudden rise in the Latino population has created a communication crisis in our public schools, businesses and communities. Our communities have turned to the college to address this crisis.

Simultaneously, employers are seeking to expand their business realm, and local economic development agencies are encouraging businesses to participate actively in the North American Free Trade Agreement (NAFTA). These groups recognize the need to be able to serve and market to the growing proportion of Spanish-speaking customers. Pressure is on the college to educate limited English/Spanish proficient employees and produce students who can communicate effectively in both languages.

Realizing these national trends and the local impact of this quickly growing linguistically and culturally distinct population, Colorado Mountain College reassessed its course offerings and leadership role. We found that while traditional ESL and foreign language instruction prepares a student for

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competency in the grammatical aspects of a language, it does not regularly achieve a level of oral competency or fluency. While traditional classes obviously fulfill a need, many enrolled in such courses are not satisfied with the degree of fluency and practice provided. As a result, neither aspiring Spanish or English speakers are using their second language skills effectively. Out in the community, the two cultures continue to live side by side, not together.

In an attempt to address this situation, we instituted a pilot course at one of our campuses. The class is called "Intercambio." We chose the name because Intercambio means "an exchange." We combined three levels of Conversational Spanish students with three levels of ESL learners to form Intercambio partners. They meet together once a week. During class, each partner comes face to face with a person from the other culture and practices his/her conversational skills. Additionally, students become interested in a knowledge-sharing relationship with a person whose culture and native language are different from their own. This experience in intercultural and interpersonal communication is unique because it makes the culture and language more than just theory and abstract conjecture, but rather a real life interaction. Community colleges thrive when they recognize and act upon the needs of their communities. We believe that our Intercambio paradigm is the solution to the long-standing problem of how to integrate language learning with cultural appreciation in a way that is experiential and genuine, rather than theoretical. In fact, our students and communities agree, as do the editors of *Hispanic Outlook in Higher Education,* and *Community College Times*. Intercambio was the cover story of the May 1997 issue of *Hispanic Outlook in Higher Education*. The National Clearinghouse for Bilingual Education featured it on their Web page for innovative programs, and the ABC affiliate, Channel 8 in Grand Junction, ran a two-minute feature on Intercambio this month. Channel 9, NBC in Denver, is coming to film in March. The leadership Colorado Mountain College is exemplifying through its Intercambio program will take the intercultural consciousness of our communities to the next level.

We researched the Internet and have been in contact with UCLA and Syracuse University. According to our research, we are the only post-secondary institution doing this type of instruction. We found one program that invited native speakers into language classrooms as guest speakers and for interviews; however, our program goes beyond that by providing native speakers, English and Spanish, as regular partners in the learning process.

Intercambio is a creative and successful way to combine language and cultural learning in a real life setting. Each student is both teacher and learner, each partner is a potential friend. In contrast to traditional instruction, opportunities for cultural exchange are increased and partners are encouraged to share their life experiences, and listen and learn from each other. Personalized intercultural exchange is a major reason that the Intercambio experience improves on existing practice. It is a relatively easy approach to implement in a variety of settings and with a variety of languages.

Colorado Mountain College's administrative leadership team decided to replicate Intercambio on each of its campuses by Fall of 1998. Service organizations like Rotary, and town councils have asked us to give presentations about the program so that they can encourage their business and community members to become involved. Our courts have required non- or limited English speakers to fulfill their community service hours by participating in our Intercambio program. Many of those students have continued the class beyond their sentence.

In summary, our once self-contained language classes have now become gateway experiences to genuine community communication and involvement. It has become apparent the Roaring Fork Valley as a whole is benefiting from Intercambio.

Meeting Nursing Needs in a Local Neighborhood: The 19130 Zip Code Project

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Community College of Philadelphia enrolls approximately 45,000 students. Over seventy percent begin courses at the pre-college level and over fifty percent are minority students. Each year more than one hundred students graduate from the nursing program. While the Department of Nursing has a long tradition of preparing nursing graduates for entry-level positions in acute and long-term care settings, the movement to a community based system of health care necessitated a shift in curriculum focus for the nursing program. The nursing faculty eagerly sought to participate in this national movement and to broaden employment opportunities for graduates in the community. This movement has special relevance to the students at Community College of Philadelphia, because, like their national counterparts, they are intrinsically community based. Nursing students at Community College of Philadelphia typically live, work and complete their education within the Philadelphia community. As graduates, over ninety percent remain in Philadelphia to serve their neighbors as nursing professionals.

The Zip Code 19130 Project at Community College of Philadelphia evolved over a three year period and represents the Department of Nursing's local response to this national movement. The project has resulted in the refocusing of nursing curriculum to a Community based model and the development at partnerships with the College' s neighbors in the local 19130 community.

When the project began, faculty realized that, even with their deep commitment to students and to the health of Philadelphians, the nursing department did not know and fully understand the health care needs of the neighborhood around the College. As faculty began an initial assessment of the College's neighborhood it became apparent that a wide variety of health care services, previously unknown to faculty, existed within the immediate College community. Why not, faculty reasoned, collaborate with agencies close to home and meet the nursing needs of the College's neighbors, the residents of the 19130 zip code? Why not build relationships with local residents over an extended period of time in order to plan nursing care that is personal, timely and comprehensive? Reflection on these questions led faculty to develop the present Zip Code 19130 Project. Supported by a generous grant from the Independence Foundation, the project's purposes are threefold: to develop an understanding of the characteristics and health and human service resources in the 19130 community; to provide nursing faculty and nursing students with the skill to conduct a community assessment; and to develop linkages with local agencies which provide health promotion and support services to individuals and families across the life span who reside in the 19130 zip code.

This project, initiated in January 1996, captured the faculty's imagination and interest and provided faculty and students with a vehicle to learn about emerging trends in community based health care. The following hallmarks of our zip code project serve as benchmarks and as a guide for other nursing programs who seek to develop linkages with the local community.

Increasing Cultural Sensitivity: In the project, some students interact as nurses, for the first time, in environments where their cultural group is dominant. These students speak frankly about what it means to them to be accepted and recognized as a professional among their own cultural group and how difficult it has been for them to practice in the hospital, where "white ways" are the decision making framework. For other students, this is the first time that they fully appreciate that health care is culturally based.

Coping with Ambiguity: At first, community based activities seem unstructured to students accustomed to the rituals of clinical experience in institutional settings. "What is expected of me? How will I be perceived by the community." "Finding out exactly what we should be doing is my first concern. It is very unclear to me." At the conclusion of the experience, students are proud of their ability to work through initial uncertainty and to discover information previously unknown to their peers and to the faculty. Self-confidence, a characteristic of critical thinkers, is a striking outcome of the student's activities and reflects a willingness by faculty to allow for a less prescribed clinical experience.

Enhancing Critical Thinking: Over the past several years, faculty have defined critical thinking skills to include discovery learning, challenging assumptions, reflection and understanding context. Faculty have discovered that the Zip Code Project, as a teaching strategy, facilitates development of these essential components. Working in groups, students participate in discovery learning and focused inquiry. They challenge assumptions about how individuals and families access health care in the community and how and why families make decisions about utilization of neighborhood resources.

Maximizing Resources: Over the course of the last year, the department has established collaborative relationships with zip code agencies who have assisted faculty and students to understand the community as the context for health care planning and decision making. These agencies have helped the faculty to explore models to extend health promotion and disease prevention primary health care services. The following agencies now participate in collaborative partnerships with the Department of Nursing.

- The Laura Wheeler Waring School, an elementary school where nursing students collaborate with the school nurse and school counselor. Students assist with health screening initiatives and participate in a small learning community, providing health education and sexual awareness classes to fourth and fifth graders.
- The Little Neighborhood Center, a Head Start Program where students conduct intake assessments and health screenings, as well as provide health education to parents and teachers.
- The Calcutta House, where students participate in culturally sensitive health care to clients with AIDS.
- Spring Garden Towers, a high rise senior citizen independent living housing complex, where students collaborate with agency personnel to conduct medication reviews and provide health promotion classes aimed primarily at prevention of hypertension, diabetes and breast cancer.

- Philadelphia Nursing Home, where students provide care to frail elders and individuals with chronic disabilities and develop in-service programs for paraprofessionals.
- Children's Crisis Center, a pre-school program for seventy-five children who are victims of abuse and neglect where students collaborate with agency staff to document and evaluate the children's health history and conduct screening programs.
- Community College of Philadelphia, where students conduct a weekly health corner providing health screening on the main campus. Also, they provide health promotion classes for young mothers, as well as disease prevention seminars on hypertension, diabetes and depression.

The Zip Code 19130 Project represents the nursing department's commitment to a new community based approach to curriculum design. It has given the faculty and the students focus and direction. In his weekly log, a nursing student wrote: "Being involved in a project that needed doing for years reinforced, for me, the 'community' that is part of Community College of Philadelphia's name. What took so long?"

Industrial Training Degree Program

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Contact Person: Dr. Billy Stewart or Don Hart

Introduction: The Industrial Training Degree Program consortium is made up of industry representatives on the State Workforce Development Council, and representatives from four state community colleges (Copiah-Lincoln, Itawamba, Mississippi Gulf Coast and Northwest Community Colleges) and the University of Southern Mississippi (USM).

The Industrial Training Degree Program was developed in response to the demands of industry representatives. Industry expressed the need for a professional trainer that possessed training skills as well as technical proficiency. The technical expertise garnered through participation in this program sets it apart from others. Graduates from this program will not only have training skills but also possess highly technical skills. He/she may be used not only in the area of training but also in production or engineering. The task of change management is often overwhelming to small and medium-size companies as they solve problems associated with developing a skilled workforce and a modernized workplace. Small companies can not always justify a full time professional trainer, however they can justify a professional trainer that can be utilized in production or engineering along with the training function.

Background: In February of 1995, Mississippi's State Workforce Development Council requested that the School of Engineering Technology at the University of Southern Mississippi (USM) work with four designated community colleges (Copiah-Lincoln, Itawamba, Mississippi Gulf Coast and Northwest Community Colleges) to develop a 2 + 2 degree program in Industrial Training. This joint public and private sector partnership was designed to allow regional organizations with limited financial resources, time, and expertise to assess, implement, and evaluate learning systems that addresses technological needs. An Industrial

Training Degree Program was established in September of 1996 and was designed to provide students with a combination of technical expertise and best practice data for developing human resources. The program also provides industry with the ability to develop in-house engineering technician training programs for its workforce. The first graduating class of program participants is anticipated in the fall of 1998.

Program Design: A core curriculum that is taught during the first year offers a basic academic foundation. During the second year, community college participants take courses in business ethics, computer applications, human relations, and principles of training and development. After completion of the first two years, the student is required to participate in an industrial internship. This involvement will give the student an understanding of how industry operates and how his or her newly learned skills will be applied in an industrial environment.

Following two years of instruction at the community college level, students in the program transfer to USM in Hattiesburg, Mississippi. During the final two years at USM, the student completes courses that focus more on specialized areas already taught within USM's School of Engineering Technology (computer technology, environmental science, construction, and industrial/manufacturing). The Industrial Training Degree Program can easily be replicated in other regions.

Partnerships: Private sector ownership and involvement has been key to helping plan and develop a partnership that works. The State Workforce Development Council, through the State Board for Community and Junior Colleges, funds the program and their involvement has been extremely beneficial in providing an industry perspective for the Degree Program.

Four community colleges have been designated to lead the effort in the development of the Industrial Training Degree Program. The community colleges are located throughout the state and, therefore give access to students in all regions of the state. The Industrial Training Degree Program Coordinators from each of the four community colleges regularly meet and work with partners to continually improve program development and implementation. This allows for an equal balance of input from all consortium partners because each partner has unique expertise to bring to the program.

The community colleges provide the first two years of the program curriculum prior to transferring to the USM. The School of Engineering Technology at USM provides the training and development core, as well as the four technical concentrations: computer, construction, environmental and industrial/manufacturing technologies.

Partnerships and Initiatives in Global Education

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Contact Person: Donald Park

Cossatot Technical College was created by an Act of the Arkansas State Legislature in 1991. Among the 10 purposes following the general mission statement of the college is the following:

- Philadelphia Nursing Home, where students provide care to frail elders and individuals with chronic disabilities and develop in-service programs for paraprofessionals.
- Children's Crisis Center, a pre-school program for seventy-five children who are victims of abuse and neglect where students collaborate with agency staff to document and evaluate the children's health history and conduct screening programs.
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Cossatot Technical College was created by an Act of the Arkansas State Legislature in 1991. Among the 10 purposes following the general mission statement of the college is the following:

To provide employment education for students who desire to gain competence in skill areas and knowledge for entry into the regional workforce.

The college is located in a sparsely populated area of Southwest Arkansas in an area primarily dedicated to agriculture, i.e., pine plantations, and raising swine and poultry. These agri-businesses have opened opportunities for manufactures and processors of these regional products namely Tyson Foods Inc. and Pilgrim's Pride. The establishment of processing plants in De Queen and Nashville, Arkansas opened the doors to a large labor force—a labor force larger than that which was available in this area.

The demand for labor reached into Texas and Mexico, starting an immigration which rapidly changed the character of a once sleepy farm town. Official census data gives a population count of about 4,500 people with a 4.6% Hispanic population. Local estimates are closer to 6,000 with about 25% being Hispanic. Such a change has created both challenges and opportunities for all in the community.

Working with advisory boards in our various programs confirmed that the college needed to assume a leadership role in helping the community both socially, culturally, and economically to deal with these changes The college spearheaded a group now know as One Community—Many People by bringing together community leaders from the local chamber of commerce, the college, the local Catholic church, and influential members of the Hispanic community. The result of this coalition has been a continuous improvement in relationships in the community and a rising appreciation of the intermingling of the variety of cultures that make up the community. Cinco de Mayo and Mexican Independence Day which at one time was an obscure little celebration is now a major community event with participants from the entire community.

At the same time our industries began looking for more effective ways to work with a multi-cultural workforce and to respond to the demands of a global economy. The college joined CCID (Community Colleges for International Development). Faculty was sent to the summer conference. Discussions began on ways to integrate more global education into our academic and technical programs. A special opportunity to participate in an international educational project for southern community colleges presented itself and Cossatot was chosen to participate. Two business instructors, the academic dean, and a student, along with twenty other community college people, spent three weeks studying the culture, people, and the technical college system in Japan. This experience led to a visit in De Queen by the president of the Gifu National College of Technology, Gifu, Japan and the creation of a cooperative and exchange agreement between the two schools.

It was now time to find ways to apply this growing body of global understanding to our own industries. In cooperation with Tyson Foods, a team from the college was sent to Monterrey, Mexico and also to Queretaro and Torreon. Both University contacts as well as industry contacts were made. The Tyson plant in Torreon was looked at as a possible internship site for a program in international business.

When the team returned, the results were so positive that the college began to develop and was approved to offer an A.A.S. degree in international business. In October, the college was visited by officials including the president of the Monterrey Institute of Technology which is a twenty-six campus university system in Mexico. At that time an agreement was made for an instructor exchange to begin in the Spring term of 1998. We are expecting Eduardo Gajon to arrive with his family in January. He will be teaching Cultural Awareness, International Business and Spanish. In the fall of 1998 Cossatot Technical College's business management instructor will be teaching at Monterrey. Student exchanges are expected to follow soon.

As the word of our international interest spread, we were contacted by an organization, American Opportunities, about placing some students from Nepal into our business program. Three students from Nepal will enter the Cossatot Technical College business program next month.

From small acorns oak trees grow.

Automotive Technology—Toyota Technical Education Network

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The Partnership: The Cypress College Automotive Technology department is in partnership with Toyota Motor Sales, Toyota Technical Education Network, referred to as T-TEN and participating Toyota dealerships. The purpose of this partnership is to train and supply entry level technicians for employment in Toyota dealerships. For a growing automotive instructional program to adequately meet current instructional needs and provide automotive students with a quality education which will directly lead to employment, a partnership with an automotive manufacture is most desirable.

Through the T-TEN partnership the College's automotive service training program receives substantial instructional support with donation of current model vehicles, training materials, service manuals, service tools, and training systems. The value of these donations is estimated at one million dollars. In addition, the Automotive Technology departments Instructional staff has access to the factory training program to keep up with the fast changing technology.

To graduate from the T-TEN program the student must complete the requirement for a certificate in automotive technology, complete eight basic Toyota specific courses, serve a paid internship at a Toyota or Lexus dealer for a minimum of 640 hours and pass a minimum of two ASE tests. The Toyota Educational Network provides a $2,000 value tool scholarship when the student starts a paid internship at a Toyota or Lexus dealership. The student also receives free text materials for the specific Toyota courses which are in addition to the regular automotive certificate program.

The T-TEN partnership with Cypress College has been a win-win situation for all concerned and especially for the automotive students. In general T-TEN graduates with two to three years experience are earning between $40,000 to $45,000 per year with the potential to earn in excess of $70,000 per year.

Cypress College Automotive Technology Department: In addition to the minimum teaching requirements for employment at a community college the automotive staff has made the commitment to become all ASE (National Institute for Automotive Service Excellence) Certified Master Technicians. In addition the staff are certified by Toyota Motor Sales to teach specific Toyota courses. Three Staff members are California Bureau of Automotive Repair certified clean air car instructors. The part time staff also holds similar certifications. Cypress College also took the responsibility to fulfill the requirements to have the automotive program certified by the National Automotive Technician's Education Foundation generally referred as NATEF certification.

The Cypress College Automotive Technology Department having all necessary certifications in place was a desirable requirement for a technician training partnership with Toyota. In addition the geographic location in the proximity of a large number of Toyota and Lexus dealers was a plus.

Success: For this partnership to succeed, the school personnel must stay continuously active at recruiting future students, keeping dealers involved in the training process through advisory meetings, and make dealer visitations on a regular schedule. Toyota motor sales through T-TEN supports all of these activities with available promotional materials and monetary support. This on-going communication and support is absolutely essential for this partnership to meet the goal of training and employing future entry level technicians. These activities are on-going. The support of all colleges management personnel from the instructor and counselor to the college president in active participatory support is required for a successful partnership program.

In the last calendar year the college has placed 30 automotive students with Toyota or Lexus dealers. The college's automotive program is meeting the training needs for its local population.

The partnership is a success.

A Unique Collaborative Venture: Building on Faith and Practicality

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It has been "right down the road" from DeKalb College's Clarkston Campus since 1986. In more recent years, the Director of the College's Center for Disability Services learned of its existence through some of the disabled students who were its beneficiaries. "It" was a growing volunteer service called *Friends of Disabled Adults* (FODA), started in 1981 when a neighbor of the founder, Ed Butchart, needed a wheelchair. Ed salvaged one from a dumpster and restored it to full working order. One soon became many, as Ed became more and more involved with filling an increasing number of requests for wheelchairs, all at his own expense and while holding down a full-time job. In 1986 an area church offered financial assistance, since Ed's efforts were a kind of ministry and were definitely operating wholly on faith. The gift of a small warehouse, coupled with a few volunteers, was enough for Ed to quit his paying job and step out in faith to help the disabled. Since that step, FODA has provided more than 4,000 wheelchairs to children and adults in thirty-four states and forty-two foreign countries, as well as walkers, computers, and specially equipped vans. Ed's only funding has come from churches, individuals, and a few corporations.

Then, in the fall of 1997, the College's Continuing Education was searching anxiously for off-campus classroom space to accommodate some of its very popular computer classes. By this time, Ed Butchart had acquired a more spacious warehouse, a stand-alone building with 68,000 square feet. He also was receiving donations of old computers, which he and his volunteers would rebuild and furnish in response to numerous requests. The Director of the College's Center for Disability Services communicated that information to other administrative officers, including the Assistant Vice President for Academic Affairs, who has responsibility for Continuing Education. Calling in Continuing Education's Assistant Director of Consumer Programs, its Computer and Business Coordinator, and its Healthcare Coordinator, the Assistant Vice President drew up a mutually beneficial partnership with Ed Butchart, who declared, "I'm so tickled about this I can hardly stand it!"

The following provisions constitute the present principal terms of DeKalb College's Continuing Education with FODA. FODA provides physical facilities: one classroom 30 x 34, one "Personal Care Training Room" (two others available), 131 parking spaces (in addition to several for the handicapped), one student lounge (with snack and beverage machine), one television, one VCR, one rolling cart, one overhead projector, one dry-eraser board, nursing beds as needed, wheelchairs, any other equipment necessary for Personal Care Program, conditioning of facility to simulate home care environment, and erection of DeKalb College sign in front of building. On its part, Continuing Education furnishes desks, tables, chairs as needed; computers, printers; two large locked metal storage cabinets; other equipment, materials as needed; reference materials, such as textbooks, notebooks, books. Continuing Education also offers space-available free tuition for FODA's staff, a student assistant who will assemble computers for FODA, public relations to let more people know about FODA, and access to a database of certified "Personal Care Assistants" for future referrals.

Under these terms, four classes are already in progress in the classroom space provided by FODA: two in "A+ Certification," one in "How To Build Your Own Computer," and one in "PC Troubleshooting." The certification class for "Personal Care Assistants" is scheduled for spring 1998. FODA is presently setting up that room with specialized equipment. As one of the instructors, Ed Butchart will help design the course.

Could this partnership be duplicated by other colleges? Not in its precise form, for not every community is fortunate enough to have an Ed Butchart. Comparable types of collaboration, however, would certainly be possible, even desirable, between Continuing Education and volunteer agencies whose activities somehow intersect with the institutional division's community outreach. This kind of agreement might be sought in the areas of healthcare, particularly but not solely in assisted care provided at home. Moreover, for technical institutions, opportunities would seem to abound for lending regular technical assistance to agencies whose clients might benefit from it. The agency's reciprocation in these instances might simply take the form of sites for service learning.

DeKalb College's Continuing Education has anchored its institutional faith in this partnership with FODA. When the certification program for "Personal Care Assistants" gets going, it will be one of a relatively few such programs in the country. Beyond that distinction, it will be responding to a national need as well as preparing a certified workforce to assist the many families whose members are home bound. With the onset of this program, moreover, the people who have been calling FODA for help will soon have it, thanks to the database of qualified assistants which will be established and to which FODA will have access. In addition, FODA has already noticed benefits from the partnership. Several newspaper articles about it have resulted in increased publicity and interest in FODA. Nor will DeKalb College's computer classes be unaware of their surroundings. Continuing Education trusts that these students will reflect and join Ed Butchart's other volunteers. At the very least, students will be reconstituting computers for FODA. At most, Ed Butchart would call this a partnership "made in heaven."

A Professional/Pedagogical Partnership: Linking Present and Future CPAs

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Ten years ago, accounting faculty members at DeKalb College's Dunwoody Campus were waiting for someone to produce a basic multimedia program adaptable for classroom use. After being disappointed at conferences and workshops which showed no materials for accounting, and with no funds, the business faculty decided six years ago to raise money for the hardware, software, and other miscellaneous costs a comprehensive program would entail. Although they wrote numerous letters to area businesses, soliciting their financial assistance, success eluded their efforts. Moral support—yes; financial—no!

What finally succeeded was the College's entering into a collaborative arrangement with two chapters of the 10,000 member Georgia Society of CPAs. One accounting professor, in addition to her teaching for DeKalb College, is also a CPA and belongs to the state group as well as being President of an area arm of that group numbering 1,200 members. Through her initiative, a limited cooperation was already taking place in the College's *CPA in Residency Program.* In this program CPAs in public and private practice came to the Clarkston and Dunwoody Campuses to speak to accounting classes, bringing the "real world" of accounting to those students who one day might be joining their ranks. More than 100 such presentations have taken place. The College's accounting professors, with much help from other business faculty, then began to present programs at monthly meetings of various area chapters, sometimes including students who had prepared projects that would be of interest to the professionals. Furthermore, the College started offering continuing professional education classes called *CPE for CPAs.* No charge is made by the College for these classes, but chapters charged members for participating. Soon, the benefiting chapters made generous donations to the College and thus established monies for the technological enhancement of the accounting program. The State of Georgia lottery has also made matching funds available, further aiding the program. These donations were put by the College's chief financial officer into a special fund designated for accounting.

Funding through this collaborative venture has enabled the College to convert eight standard forty-seat classrooms into rooms suitable for multimedia applications. Five of these are on the Dunwoody Campus and have been arranged for the business courses according to very specific and exact specifications. The accounting classroom has tables and chairs by choice. Students enter from the rear of the room, minimizing any visual impairment. Students are turned to face the screen directly, with a right view of white boards and a left view of the elevated instructor's station, which also has white boards behind. A traditional instructor's desk and chair do not block the view. The instructor's computer station stands about counter height, with a high stool for the instructor, enabling whole classroom visibility. Most instructors freely roam the room, using the remote-control mouse to advance the presentations. The ceiling mount projector is shown on the drawing as well as the stereo speakers, which are also elevated for security. A table-height cabinet holds an overhead transparency projector, recessed to enhance visibility and inserted between tables on the front row. Inexpensive recessed overhead spotlights help students see their notes. These are on a dimmer switch, facilitating complete control of brightness level. Mini-blinds cover windows to reduce outside light. The layout has served very well.

This initiative has fostered a continuing and prospering relationship beneficial to the College, to the CPAs, and to students of accounting. The *CPE for CPAs* provides professional education for accountants in the field, but these videos later transport accounting students from textbook and classroom experience into the challenges, hazards, and joys of the corporate world. For example, a recent "Wednesday at the Movies" featured videos on various types of fraud, on cost management, on the pros and cons of litigation, customer loyalty, and how Wall Street works. The most recent collaborative presentation occurred the evening of February 17, 1998, at the Atlanta Marriott Perimeter Hotel. Dr. Thomas J. Stanley, author of *The Millionaire Next Door,* spoke to the North Perimeter Chapter of the Georgia Society of CPAs and their guests, including forty DeKalb College students. The chapter paid for all the students and bought each one a copy of Dr. Stanley's best-selling book.

Might DeKalb College's collaboration or something like it be feasible at other institutions? This would surely be true in urban areas, where similar professional associations might be willing to work with a college to mutual advantage. The fact that the College has been able to assist the Georgia Society of CPAs in tangible ways changed the College's request from a traditional solicitation of financial help to a genuine partnership. The implementation of this relationship has evolved into further positive results, affecting not only the partners but also the College's students, who have been welcomed in resounding fashion into an organization ready to accept them not too far hence as professional equals.

Darton College PREP Program

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Darton College is part of a four school alliance, the Alliance for Scholastic Enrichment Pre-College Programs (PREP), in Southwest Georgia which seeks to implement the Georgia state-wide initiative to prepare middle school students for new admissions requirements of the University System of Georgia. The purpose of the PREP program is to communicate with all seventh grade students and follow those students for up to six years in order to inform them of post-secondary options and new University System of Georgia admissions standards, and intervene in the lives of these students through a year-round pre-college program to increase the likelihood of their academic success. The year-round program consists of after school tutorial and summer camp experiences that includes the following components:

- homework assistance
- goal setting
- self-esteem enhancement
- conflict resolution
- enrichment activities
- leadership development
- tutoring
- parental involvement
- critical thinking and problem solving
- maximum use of technology
- recreational activities
- community service activities

Relevant stakeholders and service providers at the local level provide support and services necessary to reduce barriers to academic success. This Alliance includes involvement of local P-16 Councils (established by the state of Georgia), parents, faculties of post-secondary and P-12 schools, and other community resource persons. This collaborative effort seeks to develop linkages between the community, schools, technical institutes, colleges and universities.

Darton College in Albany, Georgia, is collaborating with eight middle schools in our service area to provide after-school assistance and enrichment for at-risk middle school students. These middle schools are: McIntyre Park, Central, Lee County, Randolph-Clay, Calhoun County, Albany, Highland, and Merry Acres. Each school identified areas to be addressed with their students; these included PSAT-SAT review, Shakespearean plays adapted for middle grades, reading common novels with emphasis on the high school reading lists, computer software programs to develop algebra skills, mature writing skills, and homework assistance. Especially noteworthy is McIntyre Park Middle School, Thomasville, Georgia, where SAT preparation classes are offered to middle school students. Bobby Smith, Principal, has received a $50,000 school improvement grant from the State to establish a state-of-the-art computer lab. The Darton College PREP Program provided funds for teachers to staff the lab. The lab is available two afternoons per week for SAT preparation. The SAT lab is the first of its kind in the State and has received wide spread media coverage. The Kaplan SAT software used allows students to see how they rank against requirements of the University System colleges and universities. The software provides a simulated testing atmosphere, interrupted by books dropping, coughing, and sneezing. Awareness of post-secondary options, the cornerstone of the PREP program, is key as students begin. The State Board's goal is to increase the state SAT average from 970 to 1000; the Thomasville average score is 952 for the 1995-96 school year. McIntyre Park's goal is to have seventh graders score 700, 8th graders score 800, and so on. Three eighth grade students have scored over 1100 on the practice test.

Darton College invites middle school students to campus in an effort to share the resources of the college. They receive information about admissions requirements, academics, career awareness, and extra-curricular opportunities; students are given an opportunity to interact with college students, faculty, and staff. Examples of this are an electronic e-mail class taught by a college faculty member to the middle school students, and an anatomy lesson taught in the biology lab using the A.D.A.M. software program and a College faculty member providing instruction. The Darton College Minority Advisement Club provides college tutor/mentors to the middle school students. Albany Technical Institute is helpful in providing resources for middle school students as they explore their post-secondary options. A quarterly newspaper and a PREP page on the WEB provides linkages between the participating middle schools and the College PREP program. The Georgia Youth Science and Technology director plans and directs science activities with the students in the after school programs and in Saturday Science workshops. There is a homework helpline established on the College campus to provide homework assistance to middle schoolers who are experiencing academic difficulties.

A two-week summer camp is held in the summer so that middle school students experience college life through academic, fine arts, and athletic activities. Last summer some of these activities included instruction by college professors in science and math, art lessons provided by the Albany Museum of Art, and tennis lessons provided by the local retired tennis association.

This is an exciting program that promises to help middle school students begin preparations early for successful entrance into the University System schools. The project exemplifies cooperation between educational entities and the community to provide the best possible learning experiences for middle school students.

A Cooperative Approach to Staff Development

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Introduction: This project involves the partnership of Daytona Beach Community College (DBCC) with the Flagler County School System (FCSS) for the purpose of staff development.

Goals:

- To encourage professional communication and networking between the faculties of both institutions.
- To provide economical and high quality professional development to FCSS instructional staff in a variety of content areas.
- To create a collegiate atmosphere for these sessions and therefore lend an air of importance to them.
- To highlight the concept of students being common to both institutions.

Activities: The centerpiece of this partnership is a two-day formal staff development program that started two years ago and is ongoing. The FCSS has traditionally held a two-day staff development program for its teachers each October. Dr. Howard Turner, Dean of DBCC's Flagler/Palm Coast Campus (FPC) and Phyllis Edwards, Director of Instruction and Staff Development for the FCSS conceived the idea for the college to take on most of this effort. Dr. Frank Wetta, DBCC's Dean of Arts & Sciences, became the third member of this planning team.

Key elements of this first attempt were:

- All of the sessions were to be held at the DBCC/Flagler/Palm Coast Campus.
- Most of the sessions would be offered by DBCC's senior level professors or by DBCC Academic Administrators. Each taught his/her specialty area and strategies involved in teaching these areas. Just as examples, DBCC's Academic Vice President, Dr. Norman Will taught a session on Robert Frost and his Poetry. Dr. Frank Wetta, DBCC's Dean of Arts & Sciences, taught a session on the Civil War.
- DBCC and FCEF shared the costs associated with bringing in outside speakers.

Our first Fall In-service was held on October 17 and 18, 1996, and (186) FCSS Teachers attended sessions under nine major headings:

- Cooperative Learning
- Student Portfolio Assessment
- History Buff: This One's for You
    - The Florida Romantic Past
    - The Great Cat Massacre (Using original sources to teach History)
    - Teaching African American History
- Computer Applications In Science
    - Using Power Point and Tool Book to Teach Science
    - Using Computers in the Chemistry, Biology, and Physics Labs.
- English Treat
    - Literature of the South
    - Poetry and World Views: The Example of Robert Frost
    - African American Poetry
- Behavior Management Techniques
    - Classroom Behavior Management
    - Strategies for Improving Student Performance
    - Positive Discipline
- School To Work
    - School to Work Overview
    - Integrating Curriculum
    - Revising the Curriculum - The DACUM Strategy
- Grant Writing Seminar
    - Understanding the Dynamics of Grant Writing - How to Find Sources
- Arts In Education
    - Connecting Arts to Interdisciplinary Learning
    - Working with Inner Balance - Theater Games
    - Renaissance Now
    - History- Literature and Music Infusion

Our second Fall in-service was held on October 16 and 17, 1997, and 146 FCSS teachers attended 7 major sessions:

- Come Join Us for a Look at the Nineteenth Century
    - The Civil War
    - 19th Century Literature
    - 19th Century American Music
- Writing to Learn and Portfolio Assessment
    - Portfolio Assessment
    - Writing to Learn
- Legal Issues Facing Educators Today
- Developing an Ear for Expository Writing
- Strengthening Your Personal Foundations
- Communication Effectiveness in the Classroom
- Come Explore the World of Reusable Resources

Results: The results of this project have been outstanding. All objectives were accomplished.

Cost Savings

In previous years the FCSS used all outside speakers, spending about $1000 per two-day session. With DBCC instructors, the rate was $300 per two-day session resulting in a savings of $700 per session. Therefore, about $6300 was saved the first year (9 sessions x $700) and about $2100 was saved in year two (3 sessions x $700). In addition some costs for outside speakers were shared.

Other Benefits

Once this bond was established the two systems began to undertake other related projects:

- We agreed on our intent to establish a permanent staff development center on the DBCC Flagler/Palm Coast Campus faculty.
- Working faculty groups were formed. As a result teachers are communicating more, formally and informally.
- Re-certification courses for teachers are now being offered at the DBCC/FPC Campus.
- The DBCC counselor now is provided office space at the high school to provide counseling to high school students.
- The DBCC counselor speaks to every high school English class each year on the topic "Easing the Transition to College."
- All 9th graders visit the FPC Campus each year to hear faculty, counselors, and college students speak about transitioning to college.
- DBCC department heads and faculty have taken a lead role as representatives at the high school's annual career fair.

Replication: This program and all of the spin-offs can be easily replicated by community colleges and their school districts. It makes good sense in terms of the benefit to staff and students and it is a money saver. Expenses are shared and faculty don't have to travel.

Conclusion: Initiating these annual staff development projects has been a great success. Communication and networking have been greatly increased between the faculties. The cost of providing staff development has been reduced while the quality has improved. School system teachers feel that being on a college campus adds to the sense of importance of these sessions. The two faculties are now working more closely to coordinate instruction since they are in reality working with the same students. We recommend this project as a means of establishing lasting and positive connections with your school system.

Work-Based Learning at East Central Community College

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"A People Powered Process for Managing the Quality of Instruction"

In order to grow the existing industry base and successfully recruit progressive career opportunities to the East Central Community College district, it became necessary to initiate an aggressive "partnering vehicle" to keep instructional professionals abreast of expectations for gainful employment. Since 1994 the Work-Based Learning process has allowed the College to better provide a quality human resource for this rural Mississippi area.

In four years our user-friendly, people-oriented Work-Based Learning "process" has evolved into a student, instructor, employer "*Service System*" yielding true partnerships in which all parties benefit. Proven vocational-technical students (129) are occupationally supported with a continuously adjusted foundation of specific knowledge and skills, academically credited for productive learning experiences at progressive work sites and professionally respected through focused school preparation for long-term career opportunities. Improvement-minded instructors from (14) vocational-technical programs legitimately monitor, adjust, verify and upgrade instructional curricula, laboratory resources and training practices by participating in substantive relationships with student-mentors having advanced industry expertise. Successful, progressive employers (96) enjoy a clear line of communication into educational emphasis and approach and more readily look to education to provide a specifically informed, technically trained human resource. Work-Based Learning is accepted as a viable "customer-service, quality-management, partnership" vehicle strongly capable of making academic and vocational-technical education the instrument of employee production the current, ever-changing economy demands.

This very workable, easily adaptable partnership process accomplishes "buy-in" from veteran vocational-technical instructors that the Work-Based Learning system would improve the image of their programs, increase their confidence in truly preparing contributors to the workforce in their occupational area, and enhance their credibility with the "customers" *(employers)* of their "products" *(students)*. Realizing that *ALL* students regardless of their major eventually enter the potential workforce population challenges us with the opportunity to involve academic instructors in the relationships with employers to the point that they effectively adjust class assignments and graded projects to reflect modern employer concerns. Students involved in this initiative participate in personal development activities such as personality profiles, instructional and training systems analysis, problem-solving processes, and continuous improvement self-evaluation challenges. Work-Based Learning program goals for each student involved are to enable self/occupation assessments to gain direction, to provide current resources which allow for adequate skill development, and to give strategic support that promotes advancement toward long-term success in career pursuits. Though not all students qualify for this cooperative education arrangement, the feedback obtained through the quality placement of a few individuals in Work-Based Learning positions allows for the gathering of information that enables instructional adjustments which positively impact the entire school population.

Critical factors greatly contributing to our success are the support from key College administrators to implement the complete potential impact of Work-Based Learning on the entire educational strategic planning system and the flexibility to allow for "tailoring" the Work-Based Learning service to local-to-global employer needs. These strengths have enabled the establishment of bona-fide relationships with the employers who rely on the educational system to supply an adequate and sufficient workforce population capable of growing and advancing their business efforts. Other similar type programs exist at 12 community colleges throughout Mississippi, however, the specific approach used by East Central Community College has been recognized as an *Exemplary School-to-Work Initiative* by the Mississippi State Department of Vocational-Technical Education and other institutions look to our results and consider our efforts worthy of being the model for their implementation.

The existence of a sparsely located industry base to support the vocational-technical programs in relationship to the College campus presents difficulties in fulfilling complete benefits in every case but employers who realize the gains work diligently to overcome any barrier hindering effectiveness. Logistics occasionally create limitations in honoring the school and work site time requirements for students qualifying for Work-Based Learning. However, the more aware the business community becomes regarding the potential gains from Work-Based Learning through extensive marketing efforts, corporate opinions becomes less rigidly structured and business leaders view possibilities more flexibly. These partnerships allow us to see Work-Based Learning placements initiate relationships with employers who significantly contribute to legitimate revisions of curricula, the provision of scholarships for future workers, the granting of tuition reimbursements to update current employees, the upgrading of instructional practices and methods, and the enhancement of laboratory resources at East Central Community College to a level reflecting current and futuristic workplaces. These employer-educator relationships provide continuous feedback which leads to frequent and necessary adjustments to the quality of our instructional processes.

The Work-Based Learning efforts have helped to improve the relationships of *people* who get lost behind the titles educational jargon often assigns. This unique, people—people-powered "process" positions academic and vocational-technical faculty to cooperate more often by integrating instructional attempts which assist in ensuring that curriculum emphases address the concerns communicated by local business/industry competing on a global playing field, and allows a communication of offerings at the College that attracts more traditional students and lures current employees seeking to position themselves to more suitably to realize increased benefits in their occupational ambitions. All the necessary stakeholders who contribute to and benefit from an effective educational system are involved and challenged to function in maintaining Work-Based Learning relationships that assist us to guarantee students that an appropriate foundation is gained as well as a graduation credential.

In four years of existence, *administrators* responsible for supporting the implementation of instructional efforts have come to believe in the possibilities of Work-Based Learning, *employers* hopeful for accountability for dollars invested are more trusting of our educational output, *instructors* view relationships with the private sector as an asset to give stability and credibility to their efforts, and *students* are more assured of the acquisition of a quality foundation for success in their career pursuits. The Work-Based Learning initiative at East Central Community College gives *PEOPLE* a focused chance to care about their roles, a reason to feel important about what they do, and a real avenue to have a meaningful, positive impact through the passionately chosen profession of education.

Partnerships with Local Schools

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For the past few years, El Paso Community College has been working to enhance student academic achievement in the Ysleta and Socorro school districts through Partners in Education, a local concept derived from the National Association of Partners in Education (NAPE). NAPE is an organization that provides leadership and the formation and growth of effective partnerships between schools to ensure success for all students. NAPE connects children and teachers with corporate, higher education, parent, government, and volunteer leaders. They all play a significant role in changing the content and delivery of educational services to children and their families.

Locally, the partnerships between EPCC and the Ysleta and Socorro school districts have produced a number of activities that have enhanced the students' and teachers' traditional education and classroom experiences. EPCC's ESL, Languages, and Reading Division and Math and Science Division, together with the Office of Recruitment, have provided college administrators, staff, students, as well as volunteers, to serve as judges for science fairs and attend school meetings at Ysleta's Mesa Vista Elementary and Bel Air High School and Socorro's Hueco Elementary, to urge students to stay in school and encourage them to make plans to attend college. Also, police security officers from EPCC have visited Mesa Vista Elementary and Hueco Elementary during pep assemblies to urge students to avoid the use of drugs. In addition, the college public relations department has taken photographs of these activities, sharing the photos with our school partners.

In the future, we hope our local program continues to grow to follow the lead of NAPE by expanding and improving existing partnerships with other public schools in the El Paso area. Principals and administrators from the aforementioned schools have welcomed our efforts, because they believe, as we do, that it is never too early to start talking to students about attending a college or university.

The ESL, Languages, and Reading Division and the Math and Science Division plan to continue providing judges for other competitions like drama, speech and creative-writing participate in career awareness, and provide role models.

The Rainbow Room Project: A Partnership For A Colorful Future

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Child Protective Services is a division of the Texas Department of Protective and Regulatory Services, a state agency mandated to prevent the abuse and neglect of children. In response to this mandate, the agency receives and investigates reports of suspected child abuse and neglect. In those instances in which child abuse and neglect is confirmed, the agency takes appropriate action to protect children from further harm. In an effort to support family reunification the agency works with children and their families and provides services designed to treat and help alleviate an abusive or neglectful situation. In some cases appropriate court orders have to be obtained which will allow the agency to remove children from their homes, and provide foster care until the family's problems have been resolved, or permanent placement with the agency or an adoptive family has been arranged. Like most other major metropolitan areas, the incidence of child abuse and neglect is overwhelming in numbers of reported incidents and the agency is relying upon community support to accomplish its goals.

In its efforts to promote the prevention of child abuse and neglect in the El Paso community, Child Protective Services (CPS) has embarked on a project to provide emergency resources to caseworkers who can then give them to clients in crisis situations. The project is dependent upon the development of effective community partnerships that will be able to provide professional help to establish the "Rainbow Room," solicit donations and establish a strong volunteer component. It is important to note that CPS provides all of the administrative costs associated with the project and that every donation received will go directly to children. The goals of the "Rainbow Room" are:

- To provide caseworkers with access to immediate resources that will minimize caseworker stress and maximize caseworker effectiveness.
- To shorten the response time of caseworkers in meeting the critical needs of children who have been abused, abandoned or neglected.
- To involve the community in finding solutions to the prevention of child abuse and neglect.

Initially, the goal of opening a fully stocked "Rainbow Room" by relying solely on community assistance was overwhelming. Although funds existed for one full time coordinator, agency personnel had no experience in actually setting up a "store" in which merchandise could be displayed, developing an inventory control system, tracking funds and goods when they were received, setting up a separate community board to develop and oversee the project and soliciting donations for the project.

The Business and Computer Based Occupations Division at El Paso Community College adopted the "Rainbow Room" and through the efforts of the students in the data entry program and the help from instructors in the Computer Information System's Data Entry program, a partnership was formed. After collaborative planning, a sophisticated yet user-friendly computerized inventory system was designed. This was needed in order to organize supplies and streamline record keeping efforts. In addition, plans were made between CPS and El Paso Community College set up an "in-house store" which would benefit clients and caseworkers. Students, faculty and staff campaigned for the Rainbow Room. This worked out especially well during the holidays when most people are happy to give to those in need. Supplies such as diapers, toys, baby formula, toiletries and clothing were gathered and donated. The division was also able to collect $600 in cash for the Rainbow Room.

With the help of our computer information systems faculty and staff, the inventory system has, since its inception, undergone several revisions to make it more efficient and user friendly. Students were instrumental in the entry of data and gained valuable knowledge and skills. It took 15 data entry students to manually inventory clothing, furniture and infant supplies. Later, these were entered in the appropriate data bases developed by their instructors. Students received a first-hand look and better understanding of CPS and the needs of abused and neglected children in El Paso.

The assistance from El Paso Community College is on-going. Instructors continue to fine-tune the inventory control system and have overcome the problems of antiquated equipment. In addition, they also provide training for CPS staff. It is noteworthy to say that Child Protective Services and El Paso Community College have gained in the following ways from the partnership with El Paso Community College students and staff:

- CPS gained assistance in the inventory control system from EPCC.
- EPCC students gained experience and learned to develop creative solutions to "real life" challenges.

The "Rainbow Room" partnership effort can be adopted/adapted by other colleges and communities. This partnership is designed to allow a college to take a "hands on" approach by involving students, faculty, staff and the community in a worthwhile and rewarding endeavor to provide a colorful future for our children on every side of the rainbow.

Workforce Retraining Partnerships

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Florence-Darlington Technical College is a post-secondary, public, two-year institution serving Florence, Darlington, and Marion counties of South Carolina. Through technical, general, and continuing education programs, the College responds to the educational, economic, and cultural needs of a diverse population. To fulfill its mission, the College seeks opportunities that contribute to the quality of life and economic development by offering comprehensive technical education and specialized training for business and industry.

Specialized training for business and industry is offered as continuing education with the purpose of providing relevant opportunities which increase the quality of life for the workforce and provide business and industry with a quality workforce to assure continued economic growth and development in a global market.

The global market requires organizations to have the ability to compete with the best the world has to offer and to have a strong desire to be the best at what they do. The organization ability includes leadership, quality at the source, just-in-time systems, productive maintenance, employee involvement, and computer integration. Management must create the environment of a strong desire to be the best.

The Continuing Education Division of Florence-Darlington Technical College has created partnerships with area industry through the 1995 South Carolina Enterprise Zone Act. This Act allows a state tax incentive to industry for retraining its workforce to remain globally competitive. The training and development for each partner is a 5-year plan based on the "World Class" model for global markets. The partnerships that are created are functioning as planned.

Partnerships:

ESAB Welding and Cutting Products Company, Florence, South Carolina manufactures a full range of welding and cutting equipment with 740 employees. This partnership will deliver $1,782,430 development and training for the transformation to world class. All development and training is customized by the College and delivered to parallel their journey.

Nucor Steel in Darlington, South Carolina recycles scrap steel into steel bars, angles, and channels. Included are two foundries, a rolling mill, and a cold-finish mill. Combined, there are 332 employees in their workforce. Their 5-year training and development plan is $3,971,394. Middle and senior management are included in this high-tech program.

Wellman, Incorporated in Johnsonville, South Carolina is the largest recycler of plastics in the world and manufactures wool and synthetic fibers which goes into a variety of clothing goods. Wellman's partnership will retrain four divisions, a total of 1100 employees for $3,434,492. This retraining project enhances the partnership with Florence-Darlington Technical College.

E.I. DuPont de Nemours & Company, Florence, South Carolina manufactures plastic fiber with 400 employees The partnership is for a $2,572,800, a 5-year development and training plan.

S & W Manufacturing in Florence, South Carolina manufactures a full range of file folders with 130 employees. The partnership with S & W is for $448,511.00, a 5-year development and training plan.

Mar-Mac Wire, Inc. in McBee, South Carolina manufactures a wide range of wire products. This partnership is for $150,885.00, a 5-year development and training plan.

Additional partnerships are in formative stages. All development and training is through the College's Continuing Education Division. Creativity, initiative, and innovation is employed in delivering through these partnerships. These partnerships are models that can be and are used by other institutions. For example, ESAB has locations in two other states that will take this model to these locations. The success of these partnerships is evident by additional partners being created, and the existing partner's economic stability.

W.I.S.H.: Workforce Information And Strategies For Help

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Contact Person: Dr. Linda James-Sours

For some time now, professionals in education and social services have recognized the benefits that are derived from collaborative effort on behalf of students and the community at large. Today, in the climate of challenge and change in welfare and other social programs, our working together has become imperative. As more adults seek employment, and need the preparation that will maximize their desirability as employees, we must develop initiatives that address their needs.

In true collaborative style, Kansas Social and Rehabilitation Services and Fort Scott Community College's Comprehensive Education and Employment Training

Center (CE&ETC) have come together to create a program that meets the needs of employer and employee alike. Still in early development, Project WISH offers a two-week intensive learning experience for participants who are actively seeking work. Every session is designed to answer a need in preparing individuals to gain satisfying employment and keep it.

Held at FSCC's CE&ETC in two-week-long sessions, Project WISH offers participants training in areas vital to success in the workplace. As a marriage between the "old way" of workplace training, which emphasized assessment and instruction, and the "new way," which retains important educational activities while adding critical training in understanding the world of work and how working impacts the family, Project WISH classes offer:

- assessment and instruction in reading, writing, and math
- assessment of job readiness, work maturity, and aptitude
- preparation for and attainment of GED credentials
- lessons in communication skills and teamwork
- information on appropriate dress and grooming
- knowledge of nutrition for work and family
- instruction in resume and cover letter writing
- preparation and practice for interviewing
- discussions in workplace ethics
- information about services offered through our local resource and referral agency, Network for Families, and other groups or agencies, such as parenting support, child care, transportation, etc.
- activities in self-awareness and esteem-building
- life skills enhancement, including optimum health maintenance, budgeting, and becoming a wise consumer

Many agencies and individuals from the community have joined with Project WISH instructors and staff to accomplish the goals of providing area employers with a strong, responsible workforce and of providing area individuals the opportunity to join that workforce. For example, the owners of two local beauty salons have worked in concert with FSCC's Cosmetology School in demonstrating appropriate grooming; the owner of a local clothing consignment shop has invited our class to tour the store and learn about appropriate dressing on a budget; and our county Extension Family Nutrition Education Program's nutrition assistants have provided students with instruction in nutrition for working individuals and parents.

Cooperating with local employers, Project WISH developers plan to expand the program with access to on-the-job training and other programs available through the Jobs Training Partnership Act (JTPA) in Kansas and other appropriate programs. The Bourbon County Interagency Coalition, a group comprised of service providers from many agencies and groups, will learn more about Project WISH at their December meeting. Referrals should be generated from this contact as providers learn of the benefits participation in Project WISH can have for their clients.

Dr. Linda James-Sours, CE&ETC Director, has been primarily responsible for the creation and development of Project WISH. Her vision of what the community college can do in response to the needs of the future is gaining momentum and fueling interest and collaboration among many in our county. What we learn in the process of offering this innovative program will be put to work as needs become more clearly defined and as the project matures in response.

Unioto

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Hocking College's Quarter IV Nursing students have been successfully collaborating with Union-Scioto public schools (K-12) in Chillicothe, Ohio, since Fall, 1995. The collaboration provides health care and education for Union-Scioto school students and applied learning experiences for Hocking's student practical nurses to practice pediatric nursing skills

In the summer of 1995, Union-Scioto's school nurse, Melissa Fowler, invited Hocking College Quarter IV clinical instructor, Garnet Stern, to evaluate their school clinic as a site for service-learning experiences for Quarter IV nursing students. The theoretical content of the Quarter IV nursing curriculum includes care of pediatric patients in acute care as well as wellchild settings. The initial agreement between Union-Scioto and Hocking College was that Hocking students would perform assessments for hearing, vision and scoliosis screenings; administer first aid; give medications in the clinic; and teach classes on nutrition, substance abuse, and communicable disease prevention. Ms. Stern and Ms. Fowler agreed to meet regularly to identify the children's health needs and Ms. Fowler needs for assistance.

It was obvious from the start that the "clinic" needed bandages, medical supplies, and health educational materials that could not be funded by Union-Scioto's annual budget. Supplies were obtained by networking with drug suppliers and a small community hospital, which donated dressings, bandages, gloves and other first aid supplies. Nursing students found it especially rewarding to complete the restocking of the clinic and to staff the elementary school for a day each week while Ms. Fowler conducted health screenings at the high school. That first year Hocking's student nurses taught 240 children health education classes in nutrition and drug awareness.

The project has grown throughout the last two years. Student practical nurses continue to provide classroom instruction in basic food groups and healthy snacks. Under the supervision of Hocking College instructors, student practical nurses design class presentations and are assigned to classes in grades 1-6 for thirty-minute sessions. The teachers are notified three months in advance of the student nurses' clinical day plans so that teachers can schedule other activities while the students, who team teach in pairs, manage the classroom. The school principal and nurse have repeatedly stated that specific projects could not have been completed without the assistance of the student nurses.

During the fall of 1997, Hocking nursing students helped offset the impact of funding cuts for health screenings. Fall Quarter student practical nurses were taught how to conduct vision and hearing screenings after which they worked independently as a group to perform direct testing for 150 children. As a result of this service, Union-Scioto Elementary School was enable to comply with an Ohio law requiring first through fourth graders to be screened annually by November 18.

Another service now being provided by the student nurses for approximately 40 students is medication administration and evaluation. This experience is particularly enlightening to nursing students as they become aware of the number of children receiving Ritalin, Tegretol or other prescription medication for Attention Deficit Disorder.

Since many of Hocking's nursing students are between 19 and 25 years of age, they have very little exposure to school age children. In addition, pediatric clinical experiences are difficult to find because so many hospitals have closed their pediatric units. The service-learning experiences at Union-Scioto enable nursing students to apply and practice skills they are learning in the classroom. The Union-Scioto School clinic affords the students the opportunity to perform physical assessment, to interview and apply basic pediatric nursing care to children with upper respiratory infections, diabetes, nutritional problems, skin rashes, and development and to provide first aid for orthopedic, gastro-intestinal and dermatological problems. Nursing students leave with a very different perspective about health care in our public schools than when they begin their experience at Union-Scioto School. The most commonly heard response is that they are appalled at how acute the need is for equipment, basic medical supplies and educational materials required for the daily operations of a school clinic.

The value and rewards of the students' experiences extend far beyond the opportunity to develop their nursing skills. The students feel as if they have made a significant contribution to the children's well being and are inspired to continue providing service to the school. Some students voluntarily return to the school to help a child with reading or math problems. Others pledge to go back to their own communities and get involved with community schools. When that happens everyone wins.

This campus-community collaboration is clearly deserving of recognition. It not only improves the quality of learning for Hocking's nursing students, but also fosters in them a service ethic and sense of civic responsibility. The Chillicothe community also benefits significantly from the nursing students' contribution to the health and welfare of its children. The high level of involvement of Hocking's Quarter IV faculty, especially Garnet Stern, has assured a high quality project that provides a collaborative model of service-learning easily replicated by other campuses and communities.

Job Shadowing—Houston

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How does an institution of higher learning implant seeds of career awareness in the minds of high school students all the while informing them that the door to opportunity and success is opened through higher education? How does a community college initiate a collaborative partnership with a local high school, through collaborative efforts between the administrators and faculty of the Northeast College and Furr High School, devise an implementation plan that would create opportunities for growth and fruition of understanding career awareness.

The Houston Community College System's Northeast College School-To-Work Opportunities Initiative and Furr High School and its feeder schools of the Houston Independent School District are leading the way in career based curriculums and workforce preparation. In 1995, the Northeast College submitted a proposal for grant funding and received a National School-to-Work Urban/Rural Opportunities Grant for a five year period. The School-To-Work Program (STW) has worked with the business community to develop a business and industry-led Advisory Board that supports the School-to-Work Program and its efforts. High school students are engaged, through work based experiences such as Job Shadowing, for real life applications that provide comfortable, skillful transition into college level courses and the world of work.

Business and government entities were solicited to confer with School-To-Work to refine the career pathways at Furr to incorporate relevance to the conduct and practices of business today. Input from representatives from the Furr Feeder Pattern Schools expanded the partnership by including career awareness and career investigation in the elementary and middle school curricula and a valid initiative that positively impacted students' viewpoints of their career goals and aspirations. We began to plant the seeds of career awareness and Job Shadowing was created for students!

The School-To-Work Initiative created a Job Shadowing Guidebook for students and business leaders. This guidebook is available on disc and CD, and comes with a video that shows students at job shadowing sites interacting with their mentors. This information is available for use as a model to high schools within the Houston Independent School District area and others. The STW Advisory Board identified over two hundred local businesses and unions for listing as mentors and contacts for Job Shadowing experiences.

During the month of March, Texas tenth graders spend at least 3 days taking the Texas Assessment Academic Skills Test (TAAS). For eleventh and twelfth graders that have already passed all or part of their TAAS, a job shadowing experience was organized for them to become acquainted with the "real world of work". Students that do not take the TAAS Test are usually directed to the auditorium to wait for early dismissal, but now through Job Shadowing these students participate in a worth while life long learning experience.

Students are required to arrange their own transportation to the work site, arrive on time, dress appropriately, follow company directives, bring their own lunch and leave at the correct time. These students are not paid; lessons learned from this experience are highly rewarding. The parents sign a waiver relieving the company and the school district of any liabilities in case of an accident or injury. Employers are asked to treat the students as an employee and are asked to sign the students' attendance slip provided by the student each day so that the school will have documentation concerning state attendance requirements.

Realizing that the goals of School-To-Work would impact future employers as well as the students, Job Shadowing helps to delineate a reciprocal cooperative between business and school. Businesses provided on-the-job training, Job Shadowing sites and, conversely, feeder schools offered instruction in work-related competencies and technical skills. These skills prepare students for Job Shadowing and other work based activities.

Representatives from School-To-Work met with teacher groups, parents, students and community organizations to present the goals and outline the activities of Job Shadowing. Through workshops, in-services and meetings, the message began to spread and Job Shadowing has been embraced as a lead in for the three components of School-To-Work.

The HCC-NE School-to-Work Partnership contains three core elements.

1. **School-Based Learning** is classroom instruction based on high academic and business defined occupational skill standards.
2. **Work-Based Learning** incorporates career exploration, work experience, structured training, mentoring job sites and job shadowing.
3. **Connecting Activities** are courses integrating classroom and on-thejob instruction and courses providing dual credit for high school credit and college hours.

As a result of these three core elements, elementary students gain an awareness of the world of work through field trips, classroom speakers, career-oriented classroom projects and career applications in the curricula. Middle school students investigate career interests and aptitudes through testing and visits to partnership businesses as well as applications integrated into the academic curricula. High school students identify specific career pathways and pursue academic and elective courses that integrate academic, vocational, and technical skills pursuant to their career interest. The students utilize and apply these skills in the actual work place of their choice through job shadowing, apprenticeships, cooperative work programs, and employment.

In three years since its inception, STW permeates every aspect of the curricula daily in the Furr Feeder Pattern. Not only have the core elements and their activities been implemented and achieved, but also the involvement of business and industry has increased. The School-To-Work Partnership is in the forefront of Job Shadowing and other career-based programs and is recognized nationally for its outstanding achievement and level of participation.

Community and College Partnership Gives Iowa Town New Hope

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This document outlines a partnership that linked the college, community, business, and industry in an effort to construct a $4.3 million dollar Wellness Center/Library Complex that will contribute to the physical and mental well-being of the citizens of the region, changing the campus climate and culture forever.

The rural Northwest Iowa region had not fully recovered from the 1980's Farm Crisis. The population of Palo Alto County had dwindled from 17,000 to 10,000 by 1990. Population in the city of Emmetsburg, Iowa had dropped from 5,000 to 3,900 in the same period

Concerned about the future well-being of the college and the community, College President Jim Billings and city Mayor Norlyn Stowell shook hands on a plan to establish a partnership between the college, the city, and the public library to construct a building at the Emmetsburg Campus of Iowa Lakes Community College that would serve the college and the community at large—all under one roof encompassing 52,000 square feet.

Financing: The $4.3 million dollar project would be financed with a combination of:

- regional tax dollars earmarked for construction of college facilities,
- municipal dollars earmarked for replacement of an old outdoor swimming pool,
- a modest amount of library funds that had been earmarked toward the construction of a small public library to replace one that no longer met space requirements and was not certifiable because it did not meet A.D.A. requirements for access, and
- private donations from business, industry and private citizens that would total $2.3 million dollars.

Partnership Needs & Goals: The Community (City of Emmetsburg, Iowa,.pop. 3,900) had identified a variety of needs as follows:

- Municipal Swimming Pool, preferably indoor type that would replace a 60 year old outdoor pool that was in disrepair and lost an average of 14,000 gallons of water per day during the two-month summer swimming season.
- City Library—double the size of the 80 year old public library that was not certifiable since it did not meet handicap access requirements and could not accommodate new technology needs because of its inadequate electrical wiring.
- County Genealogical Society Room—to store historical documents for public access.
- Community Convention-Banquet Hall—capable of accommodating groups larger than 250.

The College (Iowa Lakes Community College) needs were as follows:

- New College Library—large enough to house college reference materials for a variety of disciplines and a large computer lab with Internet access.
- Recreational Gymnasium—for student recreation, intramural activities, and physical education classes.

Final Facility Design

The college president commissioned an architect to design the 52,000 square foot Wellness Center/Library Complex which included the following:

1. Olympic size indoor (year around) municipal public swimming pool with handicap accessible ramp and 12 ft. diving well.
2. Recreational gymnasium with walking/jogging track, that could be also be used for a public convention center large enough to seat 500 for large conferences, meetings and banquets.
3. Cardiovascular fitness room with treadmills and rowing machines.
4. Fitness room with nautilus style weight lifting equipment.
5. Aerobic exercise room.
6. Racquet ball court.
7. Senior Citizens meeting room.
8. Library Complex (12,000 square feet) linked electronically with city/college collection stored on same computer system—including the following features:

   City Library
   Children/Junior Library
   College Library
   Public Computer Lab with Internet Access
   County Genealogical Research Room
   Public Meeting Rooms

9. Parking Lot to accommodate 250 automobiles

Community-College Fund-raising Campaign: The $4.3 million dollar construction goal would require a public fund-raising campaign. In March 1995, the college Trustees authorized a $2 million dollar commitment to the project provided the remaining $2.3 million dollars could be raised through a public/private fund-raising campaign.

A number of potential partners from the community/business/industry met to discuss the project and a Wellness Center Capital Campaign to raise $2.3 million dollars. Formal fund-raising efforts were launched in April 1995. Nine months later, the goal had been reached and ground was broken for construction in March 1996. The fund-raising organization included six prominent citizens who co-chaired the campaign and seventy-five volunteers, representing city officials, college officials, business/industry leaders, and private citizens. The partnership was exemplified in the make-up of the capital campaign organization.

When the goal was met, it was observed on numerous occasions that the project would not have succeeded, had it not been for the partnerships and linkages with the community/business/industry. The seeds of success had been sewn the day Iowa Lakes Community College President Jim Billings and Emmetsburg City Mayor Norlyn Stowell first met to discuss such a partnership.

The $4.3 million dollar facility opened to the public in July 1997. The Arthur & Audrey Smith Wellness Center/Library Complex was named for the Smiths, who before their deaths, had established a foundation to support worthwhile community projects. The Smith Foundation's lead gift of $500,000 transformed the dream into reality. In the first sixth months the Smith Center was opened to the public, more than 26,000 students and citizens had used the wellness facility—with arguably thousands of others using the city/college library complex.

The facility has contributed to expanded curricula with the addition of a new occupational education program, expanded learning opportunities in the public computer lab linked to the Internet, and new dimensions in intergenerational socialization on any given day, when the very youngest to the most senior citizens immerse themselves in the new center for physical and mental well-being.

DIAL: Distance InterActive Learning

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Creating a spirit of cooperation and finding a consensus among educators from K-12 and four colleges and universities could be likened to herding cats. It may be possible in theory, but doing it is certainly not easy. However, a 25-member collaborative community, with Kellogg Community College as its developmental hub, has been formed in Calhoun County, Michigan, to provide new educational opportunities for high school and college students across a two-county area...and the cats are all walking in the same direction.

DIAL (Distance InterActive Learning) is an "interactive fiber optic highway designed to improve the quality of formal and informal educational opportunities for youth and adults" across the two counties. The system moves voice, video and data among the consortium members. Along with shared distance interactive learning courses, when fully operational the system will also provide for student and staff enrichment activities, staff development programming, information and data distribution and retrieval services, and the expanded use of Internet.

This innovative interactive learning system is being funded through a grant from the W. K. Kellogg Foundation as well as individual contributions from one K-8 school district, 15 area K-12 school districts, two high school vocational centers, a private non-profit child care institution, two intermediate school districts, two private four-year colleges, a public Michigan university and two campuses of Kellogg Community College, a public two-year college.

There are several interesting aspects to the DIAL system, including the advent of innovative teaching methodology being used to take full advantage of the system's capabilities. Certainly equally as interesting is how this consortium of 25 necessarily parochial institutions has come together to make this new educational opportunity available to students of all ages in these counties in south central Michigan, using 165 miles of fiber optic cable.

The original concept for the system came from a visionary dream of two local individuals. That dream was developed through the preparation of a grant request to the W. K. Kellogg Foundation. The group that did this included educators from the college level, the high school, middle school and elementary levels, industrialists, technicians, and other community representatives.

Once the grant was received, the first thing that had to happen was for each of the 25 participants to commit to a shared vision with the good of the system taking priority over individual issues. Committees were established to determine policy, handle scheduling and local site planning and implementation, work on staff development and then plan for the implementation of the entire system once the various technical aspects of the operation had been designed and constructed.

The Calhoun Intermediate School District accepted responsibility for serving as fiscal agent for the foundation grant and the initial and annual fees required of each of the involved parties. A policy advisory committee was then established which included the Calhoun ISD superintendent, community college president, four superintendents from large schools (2,000 or more students) in the consortium and four from the small schools, the Uniserve representative from the Michigan Education Association, an individual representing the various specialized members, and the Branch Intermediate superintendent who represented the two area vocational centers. It is planned that representation will revolve so that as the consortium continues all members will have an opportunity to serve.

Kellogg Community College was given overall responsibility for staff development, with the Calhoun ISD providing technological support and maintenance for the system. The group drew upon the expertise of Indiana University, which also has a Kellogg Foundation grant to support the development of new distance learning programs that feature the integration of innovative instructional strategies with new technologies.

Additionally, an evaluation team was set up by the Foundation to provide objective oversight of the process. This group, led by consultants from Michigan State University and Western Michigan University, includes parents, students, instructors, administrators, project personnel.

A committee of principals from the various local high schools was established to take on the issues of course selection and scheduling and to develop procedures for handling local site implementation. This has proven to be an excellent communications tool for a broader group of principals who had not previously been in a position to collaborate on a recurring basis. This group has determined courses to be offered on the system, has proposed potential teachers for the system and is working on the challenges posed by different types of block scheduling in the various school districts as well the local ramifications of the institution of a new system in which not everyone is involved within an already established overall school program.

Those instructors at both the high school and college levels who have either volunteered or been proposed for work on the system have displayed remarkable creativity in their approach to their instruction on the system. In spite of predictable apprehensions, their enthusiastic commitment to the potential of the system has helped them deal with the challenges they encounter with the new technologies.

One of the benefits of the system has been to create a kind of "cross pollination" of ideas for instruction with teachers from different disciplines and districts, learning new strategies for dealing with a diversity of students and communities, ultimately providing a richer personal and educational experience for all students involved.

DIAL has experienced a glitch or two along the way, of course. There was the woman who feared fiber installation along her fence row would frighten her cows. There was the engineering mishap that resulted in bad video and non-existent audio to some sites. There was the switchover by several high schools to non-matching block schedules that brought about major class scheduling problems.

But, through it all, there has been a single-minded goal to which the two dozen participants have adhered: the DIAL system means better educational opportunity for all students involved. It seems even cats can manage to walk together if they share a desire to reach a common destination.

Meeting Skilled Labor Shortages through Partnerships

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A new program designed to produce skilled masonry workers was implemented at Kirkwood Community College this year. The program was developed as a joint effort of local masonry contractors and suppliers, the bricklayers union, Kirkwood Community College, and the Masonry Institute of Iowa. This partnership is an important and unusual one in at least two respects: it required the contractors and the union bricklayers to cooperate and compromise in the design of the program, and it signals a new era (at least in Eastern Iowa) of cooperation between union training programs and community college programs.

The impetus for the new program is the need for skilled masons. According to the Association of General Contractors the average age of masons in Iowa is 57. The Masonry Institute of Iowa (MII) says the industry currently needs 55,000 masons on a national level. When masonry jobs were not being bid due to an inability to find bricklayers, the MII approached Kirkwood about the possibility of a program to meet the demand.

One of the first concerns we had at Kirkwood was working with unions. Cedar Rapids is a strong union town, and the college has traditionally avoided any educational programs that would duplicate the apprenticeship training programs associated with the trades. We did not want to proceed without local union involvement if we could help it. Bricklayers Local #3 was approached by the Director of the MII and a representative of industry. They made the case that if more bricklayers aren't produced jobs wouldn't be bid, and this would eventually have a negative impact for all bricklayers.

When the union agreed to discuss the possibility of a masonry program at Kirkwood we formed an investigative committee that included representation from masonry contractors, masonry suppliers, Bricklayers Local #6 of Illinois, Bricklayers Local #3 of Iowa, the Iowa Laborers District Council, and the MII. The committee very quickly gathered support letters from industry to show a demonstrated need, identified and wrote competencies, formed a curriculum, and identified program equipment and facility needs.

At this point it was clear that there was a need that Kirkwood could satisfy to the benefit of all concerned parties. However, there were significant costs to the college in providing a full-time instructor's salary and benefits, a facility to house the program, and equipment necessary to teach masonry. We approached the committee with the understanding that we would do whatever we could to create this program, but with the fiscal realities that we are facing as Iowa's largest community college, it may not be possible for us to bring this program to fruition. The investigative committee responded by shouldering a large share of the responsibility for creating this program.

The union representatives went to the Iowa State Trowel Trades Trust Fund (ISTTTF) board of directors and argued for the need for the program. The ISTTTF, the union committee responsible for apprenticeship training, agreed to fund one-half of the instructor's salary for a three-year period.

The MII canvassed its membership and found a number of companies willing to help with equipping the program. For instance, one company donated trowels for the students, while another agreed to fund the purchase of a mortar mixer. In the case of significant purchases the college signed a statement agreeing to return the piece of equipment to the company if the college discontinues the program in its first three years. Another company donated the cost of the textbooks for the students.

A big hurdle was the facility. The program required a large, open heated space where brick and block walls could be constructed and torn down. As with most colleges space at Kirkwood is at a premium, so the committee looked for another solution. One of the committee members was aware of a metal building at Hawkeye Downs, not far from the Kirkwood campus. The All Iowa Fair Board was approached and agreed to lease the building to Kirkwood for one dollar per year for a six-year period.

This program took eleven months from the initial inquiry to implementation. It started in the second half of the summer of 1997 and currently has 14 full-time students. The advisory committee continues to exemplify the nature of a true partnership with its regular bi-monthly meetings that continue to attract the major representatives of industry and labor.

A Health Center at Lamar Community College

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The Lamar Community College Campus Health Center opened on August 1, 1997 as a result of collaborative efforts between the High Plains Community Health Center and Lamar Community College. The partnership was created to address the value of personal and community health/wellness to an academic community. The basic goal is to provide students, faculty and staff easy access to health care services. Another goal was to provide as comprehensive a scope of services as resources permit at a reasonable cost to the client. The importance of preserving confidentiality of medical information both within and without the institution was paramount. Emphasis on preventive health and health education services is key and fulfills recommendations of Healthy People 2000 initiatives. Integration with student affairs departments such as residential life, counseling center, and representation from international education services is demonstrated with broad advisory board representation.

The Lamar Community College Nursing Department coordinates the activities of the Campus Health Center and utilizes it as a clinical rotation for nursing students. Funding for the Center was made available through efficient utilization of student insurance fees. Previously, full-time students paid a $25 per semester insurance fee upon enrollment. Insurance claims were rarely filed and it proved to be a poor use of resources. Linking with the local community health center and giving them the amount of fees collected to provide an on-site service provided access to health care on a daily basis and has proven to be a much better use of resources. With this arrangement, students who pay the $25 per semester fee receive free office visits to the clinic all semester. Further negotiation has led to eligibility of part-time students, faculty, and staff for the same benefits at the same cost. Because community health centers are federally funded, most students qualify for indigent assistance which also allows for reduced or free medications on formulary. Free transportation is provided by the county for medical related services needed by center clients. Mid-level providers (a female nurse practitioner and a male physician assistant) alternate days at the center allowing patients a choice between the two. These providers have also made themselves available to instructors as class presenters to promote healthy lifestyles.

Types of services offered are similar to those offered at any ambulatory health clinic. Acute emergencies are referred to the local hospitals and referrals to specialists are made as needed. Both providers have prescriptive authority, thereby enabling students to acquire necessary prescription medications. Reproductive health issues are addressed and availability of free prophylactics are provided to the campus co-ed residence halls by the center. A local physician utilizes the center to promote sports medicine for the college athletes. Laboratory services are available and a modern clinical laboratory from the local hospital is utilized. Other support services such as radiology and physical therapy are provided on a referral basis through the providers to the specialists at the local hospital. Dental services are provided by the Campus Health Center on a sliding fee basis. After only three months of operation, over 10% of the approximately 700 FTE had open charts at the center. The largest group accessing care is the

17-21 year old group (63% female and 35% male) with sinusitis and pharyngitis comprising the most common diagnoses.

This service could be easily adapted to other campuses. The community partnership that has been created is a very positive attribute of this program. Lamar Community College implemented this service without charging additional fees and utilized existing resources and buildings. Basic requirements include a 10' x 10' room with access to restrooms and running water; approximately $1700 worth of office equipment (provided by the High Plains Community Health Center) and a small waiting area. Federally funded health clinics have the flexibility to offer such a program due to its mission which is to serve the community and to make health care accessible to all, including the financially indigent.

Indicators of success on campus are confirmed by evaluating the significant student utilization of the service while it is still in its infancy. Other indicators include surveys regarding student satisfaction with the center and instructor/residence hall referral of students to the center.

Creative Delivery System and Partnerships Aid Working Adults

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An exemplary initiative currently being practiced at Longview Community College combines a unique delivery system for classes, distance learning and partnerships with the local university and area corporations. The Program for Adult College Education (PACE) enrolls about 1,000 working adults each semester in classes leading to an Associate in Arts degree. By taking three related classes each semester offered in a variety of delivery systems, students can earn a degree in two years without severely interfering with their work or family life.

PACE has a curriculum that meets all the AA degree requirements and classes are offered in a predictable rotation. Some courses meet once a week either on campus or in community locations such as high schools or corporate classrooms such as the Ford Assembly Plant. Others are on videotapes that can be checked out of the library for a semester. Weekend conferences held on campus are another delivery method.

The fourth delivery method is teaching classes live on cablevision. We cooperate with a local university to use its state of the art production facility for classes which are received in people's homes on cablevision and in corporations by ITFS so employees can take classes after work. In some cases a teacher goes into a corporation to teach classes in person.

Students can choose the delivery system that works best for them. Classes are grouped into blocks of three so that the content is interrelated and often taught by the same teacher. Students often form study groups within the courses and may enroll together for the length of the program.

The student body is three-fourths female with well over half in the 26-44 age group. They choose PACE over traditional classes because of the convenience of the delivery system. These students account for about 20% of the college's students and 15% of its total credit hours. They are committed, serious students who persist until graduation.

Excellent student services play a large part in the program's success. PACE operates as a small self-contained college inside the larger college structure. Students can receive academic advice and enroll by telephone. Fees can be paid with a credit card and a payment plan is available. Distance learning students' papers can be faxed or mailed to instructors and after they are graded, the staff returns them to the students. Questions are answered and many problems solved when students telephone the PACE staff.

An Outreach Coordinator makes regular visits to the corporate and community sites to explain the program and to interact with current and potential students. She does on-site advising and enrollment.

The most effective marketing is word of mouth by satisfied students, but we also keep a mail file and send out schedules before each semester. Other mailings are targeted to the type of person who is typical of the PACE student.

The program has a successful track record with regular data collection on both current students and graduates. The following are typical comments from graduates.

"I'm grateful for the PACE program through the Ford Motor Co. because it's given me the opportunity to complete my education and it's also convenient for my schedule."

"If the PACE program were not available, I am not sure that I would have started a college education. This is an excellent program!"

"It's a good program and it would be bad for working people if it was cut or done away with. Keep it going."

This program could be duplicated in any community college. In fact it has been copied by Kansas City Kansas Community College and the University of Missouri at Kansas City. A co-admission policy is in place with the university so a PACE graduate can matriculate there automatically and without further application.

Lorain County Physican/Community College Continuing Medical Education Consortium

Lorain County Community College
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Contact Person: Robert A. Scholss

Lorain County Community College prides itself on serving the educational needs of all individuals within Lorain County and its surrounding areas. Reviewing the need for continuing education serving the practitioners within the health care industry revealed a total lack of continuing education for physicians. As a result of this review, the Director of Allied Health & Nursing, and the Coordinator of Continuing Education for Health Care Practitioners met with physician representatives of the Lorain County Medical Society. The outcome of this meeting created the establishment of The Lorain County Physician/Community College Continuing Medical Education Consortium.

Through this consortium and with approval by the Ohio State Medical Association, Category I credits would be available to physicians without having to go outside the county.

The key objectives established were:

- To promote lasting usable education through a systematic educational process, which identifies learning needs, plans, implements and evaluates CME activities.
- To assist practicing physicians in acquiring the most current information in medical care, diagnostic and therapeutic advances, medical legislation, and other areas which are essential to the continuing practice of medicine.

The Steering Committee of the consortium consists of nine physicians, the Director of Allied Health & Nursing, and the Coordinator of Continuing Education for Health Care Practitioners. A physician serves as Chair and Vice Chair with the two community college representatives serving as Secretary and Treasurer.

The medical staff of the three hospitals in Lorain County each accepted and signed on to the Consortium Mission Statement as did the Lorain County Community College Board of Trustees. The Mission Statement is as follows:

> *The Lorain County Physicians/Community College Continuing Medical Education (CME) Consortium is committed to promoting lasting usable education through a systematic educational process (which identifies learning needs, plans, implements and evaluates CME activities). The purpose of the CME Consortium is to assist the physicians residing in/or practicing in Lorain County in acquiring the most current information in medical care, diagnostic and therapeutic advances, medical legislation and other areas which are essential to the continuing practice of medicine. This process shall be governed by the CME Committee whose major function in addition to overseeing the entire CME Program is to plan, implement, and evaluate all CME activities. Types of CME activities utilized to meet learning needs include lectures, seminars, workshops and grand rounds. Potential participants the CME activities are physicians in Lorain County and surrounding areas, nurses, physician assistants, technicians and other allied health practitioners.*

By-laws of the consortium were developed and accepted which outlines:

- Consortium Composition
- Functions
- Officer Responsibilities

In order to assess the learning needs of the physician population, all Lorain County physicians will be surveyed annually in May to determine expressed learning needs. The data collected will be analyzed statistically and the results reported to the Consortium. Upon receipt of this information, a 12-month calendar of CME Category I offerings is developed.

Application to the Ohio State Medical Association was made and on December 2, 1997 two physicians visited Lorain County Community College and met with Consortium officers to verify materials in the application and review the facilities to be used for CME offerings.

On December 16, 1997 the Ohio State Medical Association Committee on Accreditation of Continuing Medical Education Sponsors met. After deliberation, this committee voted to grant a two-year initial accreditation to the Consortium. This is the maximum length of time allowed for an initial accreditation. There were no concerns or deficiencies noted. Among the comments made were:

- The process used to identify the CME needs is well thought out and presented in the joint sponsored activity files that were available.
- Needs assessment surveys are not only gathered at the individual institutions, but the Lorain County Community College research department will target physicians in the entire county by developing surveys necessary to deal with the nature of the overall CME program set up by the consortium.
- The Lorain County Community College will want to utilize specific feedback from the individual patient care committees from the individual institutions in planning their future CME activities.
- This program has a well-developed planning form, and there is good evidence that it will be used in the planning process.
- This institution has the necessary mechanisms and processes to review the CME program. This will be assessed during the next CME site survey.
- This institution has the mechanism necessary for using evaluation data for future planning and will implement and be able to assess by the next CME site survey.
- The sponsor has a well developed and well defined *"Continuing Medical Education Articles of Consortium"* that outline the CME program and its authority.
- A separate budget is set up for the CME Consortium and each member of the Consortium pledges the same amount annually.
- The educational activity files that were jointly sponsored by Lorain County Community College and The Cleveland Clinic seem to indicate that competent faculty are utilized. This will be easier to assess at the re-survey of the institution once they have established their own educational activities.
- Even though the sponsor does not develop enduring materials at this time, as the program evolves at Lorain County Community College, CME Committee will want to further develop policy and procedures pertaining to enduring materials.

Strengths noted included:

- Outstanding facilities available for CME, which are state-of-the-art. They are beyond what an individual hospital could provide.
- This is an inspired pairing of groups of hospitals, the medical society, and educators of Lorain County Community College.
- Enthusiastic and energetic Division Director, Chair of the CME Committee, and CME Coordinator.
- Well developed planning form.
- Very ambitious and dedicated CME Committee which is made up of equal number of physicians from the respective entities of the consortium.

This partnership with the Lorain County Medical Society for the purpose of CME Category I is thought to be one of the first partnerships of the kind in the United States. It certainly is in the State of Ohio and will be used by the Ohio State Medical Association as a model.

Malcolm X College/Civic Orchestra of Chicago
MusiCorps Program

Malcolm X College
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(312)850-7031
C.E.O.: Zerrie Campbell
Contact Person: Dr. Randall M. Johnson

MusiCorps is a music education and advocacy partnership program between Malcolm X College and the Civic Orchestra of Chicago to provide the opportunity for select members of the Orchestra to teach, mentor, and perform in various activities to promote music awareness, appreciation, training, and encourage audience development

The Civic Orchestra, founded in 1920, is the only training orchestra affiliated with a major American orchestra, the Chicago Symphony Orchestra. Civic Orchestra performances are currently offered at no admission charge to the public. Some of the principal goals of the *MusiCorps* Program goals are:

- To recruit gifted pre-professional musicians, train them at the highest level as orchestra players and further develop skills of advocacy and mentoring, essential to the role of orchestral musicians in communities, now and in the future.
- To develop partnerships with diverse institutions and their constituencies in the community, and to build these relationships through flexible residencies.
- To create a range of residency activities that seek to train, mentor and generally enrich the lives of individuals served both directly and peripherally by the participating site (Malcolm X College). To create a model for an expanded use of *MusiCorps* members in a variety of community outreach settings in the future.

During the first year implementation of this partnership program (1997-98), the Civic Orchestra *MusiCorps* members will be involved in the following broad range of activities:

Lecture-performances

College classroom—music, humanities and general courses

a) Strings: Fall 1997, Spring 1998
b) Woodwinds: Fall 1997, Spring 1998
c) Brass: Fall 1997, Spring 1998

School-community outreach

a) Woodwinds: 5-8th graders Fall 1997
b) Strings: young adults-seniors Spring 1998
c) Brass: young adults-seniors Spring 1998

Coaching/workshops

a) Band: Spring 1998
b) Orchestra: Spring 1998

Chamber Orchestra Concert

The concerts will be held April 2, 4, 1998 at 8:00 p.m. in the Bruce Hayden Performing Arts Theater. The Civic Orchestra has invited the Kennedy-King Community Chorus to join them in their concert presentation.

Throughout the year, *MusiCorps* Program will have provided a total of nineteen varied activities involving 30 Civic Orchestra *MusiCorps* members for approximately 2500 persons. The success of the partnership can be illustrated in the need to add an additional concert on April 4, 1998 in response to the demands for tickets.

The MusiCorps Program partnership helps elevate the importance of the arts in enhancing the cultural and educational life of both Civic Orchestra of Chicago members and the community of Malcolm X College.

Malcolm X College/Cook County Hospital Physician Assistant Program

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The Malcolm X College/Cook County Hospital Physician Assistant Program, the first Illinois program and the only public program in northern Illinois, began enrolling students in 1987. Cook County Hospital, the largest public teaching hospital in northern Illinois, is the clinical sponsor and provides the majority of clinical sites for supervised clinical instruction for students. Malcolm X College, one of the City Colleges of Chicago, with over ten allied health programs, is the academic sponsor and the location of programs. Program offices and classrooms. Both institutions are located in an impoverished inner city area of Chicago and both serve predominantly minority populations In addition to Cook County Hospital and its ambulatory clinics, the PA Program utilizes other teaching hospitals: community hospitals, community health centers and Federally qualified health centers.

The Program is fully accredited by CAAHEP and annually matriculates 26 new students. The first-time taker pass rate on the Physician Assistant National Certifying Examination of the National Commission on the Certification of Physician Assistants is 83%; the national rate for the same years if 87%. In 1995, Malcolm X College/Cook County Hospital physician assistant graduates ranked first in the United States on the Surgery component and second on both the Primary Care and General Core components of the national certification examination; August 1997 graduates tested on the October certification examination have a 94% pass rate. Forty-seven percent (47%) of graduates provide services in medically under-served or health professional shortage areas that are Federal or state designated; 56% are primary care generalists.

The Program has maintained steady enrollment and graduation rates of minorities and other disadvantaged groups; 33% of graduates and on average 35% of students are under-represented minorities. Aggressive recruitment and educational strategies have assisted the Program to continue to attract under-represented and disadvantaged students. The *Thirteenth Annual Report on Physician Assistant Education Programs in the United States 1996-97* reported that 1996 attrition of under-represented minority (African-American and Latino) PA students (2.8%) is twice that of white and Asian students (10.4%). In 1996, attrition of MXC/CCC African-American and Latino students was 15%; for the Class of 1997, it was 4%. For the Class of 1998 (to date), there has been no attrition of underepresented minority students. MXC/CCC retention strategies instituted in the past three years, including tutorial and counseling services, curriculum enhancements, and continuity faculty in mayor courses, and innovative interdisciplinary education activities, have improved rates. The Program completion rate in 1996 was 77%; in 1997, 80% and in 1998, it is anticipated to be 100%.

The Malcolm X College/Cook County Hospital Physician Assistant Program is a high quality valued and needed health profession partnership program. Its graduates are integral members of health care delivery teams in Illinois and elsewhere. New strategies and activities are planned to improve under-represented minority recruitment and retention including PA role modeling/mentoring experiences for prospective and enrolled students, financial planning and counseling extended tutorial assistance, and others. It is expected that MXC/CCC Physician Assistant Program graduates will continue to expand their roles in health care systems in communities with unmet medical needs.

Malcolm X College Direct Instruction Project

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The Chicago Public School Initiative has been in existence for three academic school years. It began as a collaborative effort between Malcolm X College, Chicago White Sox, and the University of Oregon during the 1995-1996 school year. This initiative is being implemented through a Direct Instructional Project. Project execution is based on a Direct Instructional Model that focuses on acceleration of accurate learning practices to develop permanent and useful learner success. Malcolm X College utilizes the Morningside Model of Generative Instruction and other learner verified instructional practices. This model fosters analytical reasoning skills and increases the academic achievement of students performing below grade level in reading, math, and language arts skills. Total project cost is shared on a 50/50 basis by the Chicago Board of Education and the individual participating schools.

The collaborative for the 1996-1997 school year was changed to include only Chicago White Sox and Malcolm X College. During the 1996-1997 academic school year, 18 schools participated in this project. In-classroom coaching and on-going training was provided to over 400 Chicago Public School teachers and more than 6,000 students within the Chicago Public School District were serviced.

At the beginning of the school year, fifty percent of participating schools had an average of 30% of eighth graders reading at the seventh grade level or higher. At the end of the school year, the same group of schools had an average of 64% of the eight graders reading at the seventh grade level or higher. This increase represents a 113 percent improvement over the course of one academic school year. Because of this success, a large number of students were placed in high school with no summer bridge requirements.

Percentage Change in 8th Graders Reading Level

Schools	Initial Reading Level 7.0 Grade or Higher	Ending Reading Level 7.0 Grade or Higher	Percentage Increase
Abbott	21%	42%	100%
Bontemp	34%	68%	100%
Woodson N.	28%	78%	179%
Johnson	25%	38%	52%
Hearst	50%	89%	78%
Herzel	27%	84%	211 %
Lathrop	25%	45%	80%
Parkman	35%	77%	120%
Smyth	25%	45%	80%
Averages	30%	64%	113%

Considering the Project's success during the 1996-1997 academic school year, Malcolm X College was retained by the Chicago Public Schools as their collaborative partner for the 1997-1998 academic school year.

EMT/Paramedic Program

Malcolm X College
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Consortium: Malcolm X College, Chicago Fire Department
Resource Hospitals: Northwestern Memorial, Illinois Masonic
Medical Center and University of Chicago Hospitals

The EMT/Paramedic Program provides men and women with the knowledge and training necessary to recognize the symptoms of illness and injury, and to provide emergency medical care in case of accidents or sudden illness. Private ambulance companies, health care facilities, private industry employ Emergency Medical Technicians (EMT) and some municipal agency EMT graduates must pass the State Licensing Exam. Licensed EMT's with the required work experience are eligible to apply for the Paramedic Program.

Certified EMT's with at least 550 hours ambulance work experience are eligible to apply to the Paramedic program. The Paramedic Program has been developed with the cooperation of a partnership consortium: Malcolm X College, Chicago Fire Department, Northwestern Memorial Hospital, Illinois Masonic Medical Center and University of Chicago Hospitals. The primary didactic instruction is done at the Chicago Fire Academy with the resource hospitals providing additional didactic training as well as clinical experiences. Malcolm X College provides the educational certification for the program. The graduates of the Program receive an advanced certificate and have the option to complete the Associate in Applied Science degree. Graduates are eligible to take the licensing examination offered by the Illinois Department of Public Health. Licensed paramedics can be employed by public and private ambulance systems having advanced life support capabilities. The Illinois Department of Public Health, Division of Emergency Medical Services and Highway Safety approve both the EMT and Paramedic Programs.

This innovative Consortium partnership was developed to provide quality health education and health care for the City of Chicago. The Consortium makes use of a variety of didactic and clinical learning strategies. Medical doctors, nurse practitioners, firemen, paramedics, lawyers, and other health care professionals may give instructional delivery. Methods such as group discussions, lecture presentations, scenarios, audiovisual media, guest speakers, clinical "drive time" with Paramedic preceptors and other individualized methods are used to help each student master the objectives of the Program. Active participation is expected of each student enrolled in the Training Program.

In addition to the standard Paramedic curriculum, Malcolm X College Paramedic students receive certification training in the following areas:

- CPR Instructor Training—This is followed by a community service component where the students are required to conduct community based CPR classes.
- Advanced Cardiac Life-support Certification—A national standard of cardiac life-support skills used in pre-hospital and all levels of hospital care.
- Pediatric Advanced Life-support Certification—A national standard for Pediatric Cardiac care used in pre-hospital care and all levels of hospital care.
- Basic Trauma Life-support Certification—Gives the students a national standard in which to approach the trauma patient.

The EMT/Paramedic Program is a vital element in the health care provisions for the City of Chicago. The Consortium made of diverse public and private health agencies and institutions is a highly structured efficient partnership that provides this emergency medical service.

ATEN/ITEN & Malcolm X College West Side Learning Center

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Contact Person: Ramon Williams

The United Cerebral Palsy Association of Greater Chicago-Infinitec and the Malcolm X College West Side Learning Center have agreed to work together in a joint partnership to increase the availability of computer technology for students in Illinois school programs who are between the ages of 1 to 21 and other recipients served by the Assistive Technology! Exchange Network (ATEN) and the Illinois Technology Exchange Network (ITEN) programs.

All members of this partnership recognize ATEN/ITEN as the lead organization in Illinois dedicated to the collection, refurbishing, and distribution of donated equipment to Illinois students and other recipients All parties are working together so that students in the MXC/West Side Learning Center's Computer Electronics Technician Program will: 1) refurbish computer systems for ATEN/ITEN's distribution, and (3) students in MXC/West Side Learning Center's Data and Word Processing Programs are provided intern opportunities through ATEN/ITEN to practice office and secretarial skills.

The computer systems donated to the MXC/West Side Learning Center for refurbishing are intended to be used for educational purposes in the training of MXC/ West Side Learning Center students. thereby increasing the pool of working systems for ATEN/ITEN's distribution and long range goal of providing a computer to every child in America afflicted with cerebral palsy.

Each partner recognizes our mutually similar focus and agrees to work together to increase the availability of technology to those in need served by ATEN/ITEN in the state of Illinois, while providing training, educational and intern opportunities for those seeking current and future employment.

MCTC Links with Labor Union

Marshall Community and Technical College
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The International Brotherhood of Painters and Allied Trades (IBPAT) and Marshall Community and Technical College (MCTC) joined together in the spring of 1996 to form a partnership that delivers a customized training program focusing on a range of employee needs within the industry. A three-year contract was negotiated in 1996 with the MCTC, which included customized curricula primarily targeted for the trainers within IBAPT. This partnership allows opportunity for the trainers to achieve an associate's degree and continue their education to the baccalaureate degree level in the future.

Beginning the summer of 1996, the training was held during the IBPAT's Joint Trades Instructor/Coordinator Seminars on the campus of Marshall Community and Technical College. That first summer 164 union members participated in the training. This number grew to over 300 during the summer of 1997, and the 1998 enrollment is expected to triple in number from the first session. IBPAT members come to the Marshall Community and Technical College from every state as well as Canada. This partnership provides opportunities for the members to complete college credit courses while they are attending the IBPAT's annual summer meeting held on campus.

College staff and trainers from the field collaborated with the union representatives in designing curricula that provide hands-on training in the latest educational practices and technology. These classes consist of twenty-one different courses: nine trainer foundation courses and twelve specialization courses.

Fifteen qualified trainers from IBPAT and 10 instructors from Marshall Community and Technical College were employed to teach the courses. With the experience of teaching these courses and with the input of the IBPAT members, the instructors are rewriting the curriculum to better fit the needs of the trades and crafts. Students in these trainer foundation classes are members of a labor union that represents painting, decorating, drywall, finishing, glazing, floor covering, sign and display, scenic artists, and paint makers industries. Because of topics of communication interaction, advanced training techniques, lab management, computer basics, and effective leadership, the participants will return to train apprentices and job corps students with updated and improved methods.

If participants choose, while they are concurrently upgrading their skills within their occupation, they may earn college credits toward an Associate of Applied Science (AAS) Degree in Occupational Development. Marshall Community and Technical College requires twelve hours in residence for the associate degree. Courses on the Internet are the quickest and most accessible way to deliver these hours in residence to the IBPAT members. The problem was that in 1996 Marshall Community and Technical College did not have any classes available on the Internet. That was the beginning of the second step in our win-win partnership.

The IBPAT training committee and Marshall Community and Technical College entered into an agreement to develop general education classes to be delivered on the Internet to the members desiring to improve their skills and work toward an associate degree. The union paid for the development of a math and communication course to be available to members in the fall of 1996 via the Internet.

Two instructors of Marshall Community and Technical College met with interested members during the 1996 summer session. During this meeting, the members were tested for math and communication levels, instructed in the basic use of the Internet for class purposes, and matriculated as students of Marshall Community and Technical College. During the first semester, sixteen students were enrolled in the math course, and eighteen students were enrolled in communications.

Many of the students did not have computers and Internet access when first enrolled in the course. Thus the major hurdles facing students the first semester were the technological information, and support needed to successfully transmit the completed assignments to the instructors for grading, comments, and credit. The instructors were also plowing new ground by developing courses to be taught without face-to-face traditional instruction. With the development of delivery on the Internet, the instructors had to decide time frames for assignment completions, proctoring of exams, and various other delivery techniques.

The fall 1996 semester was very successful and proved to the MCTC faculty that students were ready for the technology of learning via the Internet The IBPAT continued to offer funding for MCTC instructors to develop two more classes.

During the 1998 spring semester, MCTC is offering fourteen courses via the World Wide Web. Among the students enrolled in these classes are members of the union as well as traditional college students.

This partnership inspired MCTC to step out in distance education and encouraged IBPAT members to pursue a college degree. The first graduates of this IBPAT partnership will receive their AAS degree from MCTC at the end of the 1998 spring semester. Students use a combination of their academic studies and professional experiences to make the required sixty-four hours necessary for an associate degree. Many IBPAT members working toward an AAS degree have transferred to MCTC college credit from other colleges attended in the traditional method. The partnership provides to IBPAT members a reasonably priced associate degree that meets their time schedules and personal experiences.

This partnership motivated Marshall Community and Technical College to be on the cutting edge of Internet instruction, the West Virginia leader in Internet classes available to traditional and non-traditional students. The MCTC plans to have an Associate of Arts degree completely available on the Internet by the 1998 fall semester.

The publicity for Marshall is immeasurable. Marshall sweatshirts and T-shirts show up in all fifty states and Canada because of purchases made by the painters at the summer conferences. Members of IBPAT who have never been to the summer training sessions are now making application and enrolling in the associate degree program. Successful alumni are the best advertisement for a college, and there are now over 300 additional students across the United States telling about studies at Marshall Community and Technical College.

Work Keys Project of McHenry County

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McHenry County College's Center for Commerce & Economic Development cosponsored a $122,000 grant funded project with McHenry County's Economic Development Corporation/WorkForce Development Board. This initiative has brought together educators, industry and job applicants using the ACT (American College Testing) "WorkKeys" System. This Project could be duplicated anywhere in the country and could provide us with a national standard in WorkForce Development.

A committee or council within the Economic Development Corporation studies WorkForce Development. This committee was researching the need for a tool to provide common language between education, industry and job applicants. Employers need to be more specific about needed skills. Applicants need to be able to certify and communicate they have these skills. Education needs to be aware of where the gap exists and provide appropriate training. Susan VanWeelden introduced the WorkForce Development Board to ACT's newest product called "WorkKeys". The WorkForce Development Board recognized the value of this product for McHenry County. Susan proposed combining companies and profiling careers occupationally' assessing high school junior and seniors, human service recipients and area adults. This resulted in matching people to careers utilizing the WorkKeys Process. Community Development Block Grant Funds were obtained twice to fund the Project: $72,250 in 1996 and $49,800 in 1997.

To date, this project has completed occupational profiles of 10 positions within 13 companies. Also, 260 participants have been assessed totaling approximately 1100 assessments.

The ongoing success of this project is the result of the orchestration of alliances, partnerships, and leveraging and connecting resources through the Center for Commerce and Economic Development (CCED):

1. The Project's principal co-sponsors are the CCED and the MCEDC WorkForce Development Board. The CCED staff had the ACT WorkKeys license; as well as the expertise to apply for and administer grants. Susan VanWeelden is on the McHenry County Economic Development Board of Directors, Chair of the Corporations' Retention/Expansion Committee, Member of the Corporation's Executive Board and a Member of the Corporation's WorkForce Development Board. The Corporation has about 300 business members or investors. The

Corporation's WorkForce Development Board has over 30 members representing area business. A few members represent education and government. These positions enable Susan Van Veelden and her staff to update and promote the Project as well as to gain direction and input.

2. The Fox Valley Educational Alliance provided WorkKeys Profilers for the Project from Waubonsee, Elgin and Rock Valley Community Colleges. Waubonsee was also utilized as the scoring center and provided assessment personnel.
3. McHenry County's Cooperative for Employment Education (CEE) was also involved in this project. This office was the initial contact and provided successful entry into six of the local high schools. The CEE office introduced the Project to the Professional Advisory Committee (PAC) and the McHenry County Directors of Guidance (DOGS).
4. The Director of the Illinois Employment and Training One Stop Center serves on the funding committee and helped to write the first grant application. The center also alerts their clients to upcoming assessment sessions.
5. The Illinois Department of Human Services has utilized this project for clients and has issued a support letter for additional funding.
6. The McHenry County Board's Block Grant Commission funded this project twice. The second round of funding was based on project results and strong support from the community. The Commission is now considering awarding the project more funding.
7. Thirteen companies in McHenry County supported the project by providing SME's (Subject Matter Experts). The list includes: Motorola, Big Beam Emergency, Precision Twist Drill, Sage Products, Knaack Manufacturing, Union Special, Brown Printing, Intermatic Inc., Atlas Manufacturing, General Kinematics, Seaquist Perfect, BrakeParts Inc. and Echlin Inc. Eleven of these thirteen companies employ 400 or more people. Atlas Manufacturing has less than fifteen employees. Echlin Inc. and Big Beam Emergency both employ approximately 50 employees.
8. The WorkKeys Project could be duplicated anywhere in the country. CDBG funds available though HUD is a federal program and ACT WorkKeys is a national product. Susan VanWeelden and Ginger Knapp (Project Coordinator) have presented this program at state and national conferences. In addition to local presentations they have presented at: Contract Training International in Atlanta, Georgia, Illinois Conference of Community College Administrators in Peoria, Illinois, ACT WorkKeys Midwest Users Conference in Racine, Wisconsin, and Joint Employment and Training Technology Conference in Chicago, Illinois.

This Project's momentum is strong. ACT is featuring this project in ACT's next national newsletter and has recognized it as one of the top ten current WorkKeys projects in the nation. The McHenry County Economic Development Corporation structure has 13 different committees with numerous, significant projects. This year, the WorkKeys Project was chosen by the Corporation's Executive Board to be the featured project in the Corporation's Annual report to investors.

Project 2002

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Attracting qualified personnel to provide support and services for individuals who rely on daily assistance from others is a tremendous challenge for human service agencies. The current shortage of competent practitioners coupled with high turnover, low wages, sparse benefits, and insufficient education and employee development programs is alarming. Because projections for the growing need for qualified workers far outstrip the available pool, managers of human service agencies see a crisis looming.

A national effort to confront the status of human service workers is ongoing. The prevailing belief is that a multifaceted approach is needed to recruit and retain job-seekers to human services. While raising wages and benefits is essential, there is a co-requisite of increasing the entry level credentials of workers. One of the most promising recent developments is the publication of Community Support Skills Standards—nationally validated practice guidelines for direct Support professionals that articulate the skills and knowledge workers need to be effective. The standards may be our most powerful tool for enhancing the professionalism of human service work and practitioners.

Agency directors and educators are being challenged to find ways to collaborate on the effective utilization of the new standards. Our task is to devise way to incorporate standards into training and education.

Project 2002 is an innovative strategy devised by Middlesex Community College and a community partner to contribute to a solution to the human service workforce dilemma. LifeLinks is a comprehensive service agency located in Lowell, Massachusetts that provides support for adults with developmental disability. LifeLinks, like other agencies, has been unable to hire qualified staff and relies on in-house training to build the knowledge and skills of its workforce. Dissatisfied with disjointed and limited training, LifeLinks turned to MCC to educate employees instead.

To ensure its capacity to achieve its mission of the highest quality service, LifeLinks has entered into an agreement with MCC to offer a 27 credit Certificate of Human Services (CHS) for employees who provide direct support to adults with disabilities. CHS is a unique certificate incorporating state mandated training and the Community Support Skills Standards into nine credit-bearing courses. The ambitious goal of the program is to certify all 150 LifeLinks direct service staff by the year 2002!

LifeLinks support for *Project 2002* includes full tuition, release time from work with pay to attend classes, and textbooks. *Project 2002* students agree to forego a salary increase until the 11-month certificate is complete, remain employed by LifeLinks for at least 30 hours per week, and continue working for LifeLinks for at least one year after earning their certificate. Certificate graduates will receive pay increases and be eligible for more authority and autonomy in their jobs.

MCC faculty designed this certificate in consultation with LifeLinks employees. The coursework replaces the multiple employee training, retains the essential core of knowledge found in other human service courses, and incorporates the prescriptions of the Community Support Skills Standards. There is an emphasis on making coursework relevant to daily tasks in direct support work; the classroom is used to build teamwork and mutual support. Other considerations include authentic assessments to measure learning and complete transferability into an Associate's Degree program.

Project 2002 courses are held twice weekly in a seminar format with faculty experienced in integrating theory with practice. To ensure quality and student success, each applicant was required to take MCC's assessment tests in reading and writing. Ability to read at college-level and eligibility for college writing are prerequisites for entry into the certificate program. The first cohort of twenty-five employee/students began in September 1997.

MCC reduced LifeLinks per-employee cost considerably by negotiating a discounted business and industry rate for the coursework. MCC faculty collaborating on curriculum development were supported with institutional funds. MCC also contributed $1,000 toward the purchase of students' textbooks, holds the *Project 2002* classes on campus, and provides each student with an inscribed bookbag. *Project 2002* participants are registered as MCC students and have access to all college services and student benefits.

Project 2002 is innovative. It is the first effort in Massachusetts to incorporate the Community Support Skills Standards in a comprehensive workforce development certificate with academic credit. It is also the first time that a human service agency in our state has contracted with a community college to educate its entire entry-level workforce to this level of achievement.

Project 2002 is creative. Both MCC and LifeLinks have identified ways to reduce barriers and to build access through our partnership. MCC created a unique program of study incorporating essential training, lowered per-student costs through a negotiated service contract, and supported participating faculty with professional development stipends. LifeLinks eliminated the barrier of tuition and contributes to their employees' time-management by maintaining their salaries while they attend classes. By making a commitment to educate its entire workforce LifeLinks is raising the standards for direct support workers

Project 2002 could be adopted/adapted by other colleges. The shrinking human service workforce is a national problem. Community colleges that currently offer human service coursework are likely to find interested agencies in their area with which to collaborate on a similar initiative. MCC is in the process of compiling its curriculum for dissemination and duplication by others.

Project 2002 can provide indications of success on campus through this collaboration, MCC is measuring an increase in enrollments and tuition; is assessing curricula designed to integrate theory with daily practice; is establishing Massachusetts community colleges in the forefront of human service workforce development and is contributing to the professionalization of workers who serve society's most vulnerable populations.

Many Faces of Mexico Workshop

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Having been a resident of Worthington, Minnesota, since 1967, and a Spanish and English educator in the secondary and post-secondary institutions since 1971, I have seen major demographic changes in southwestern Minnesota that have resulted in challenges for the school systems and community as a whole. The minority population in Worthington alone has increased from 634 of its 10,300 residents in 1990 to 2000 in 1995. Census predictions indicate a 25% minority population by the year 2000. The Latino population is the fastest growing minority population in Minnesota, according to the Chicano Latino Affairs Council. Currently slightly over 14.5% of the student population in ISD #518 is Latino. Cultural, as well as social differences, fuel mistrust and misunderstanding among students and parents alike. There have been problems within our community that many residents see as a direct result of the increase in minority populations. A very real need exists in Worthington to educate people of varying cultural backgrounds to dispel stereotyping, misunderstandings, and mistrust. Several groups of individuals within the business, school, and church settings have been meeting to look for ways to improve relations and understanding among the cultures represented in Worthington. With this in mind, during the fall of 1996, I decided to pursue a grant through the Minnesota Humanities Commission, which is funded partially through the National Endowment of the Arts, to enable me, as project director, to organize and facilitate a four-day workshop through the expertise of The Resource Center of the Americas (RCTA).

Since many Minnesotans lack information and knowledge about Mexico and its people, the *Many Faces of Mexico* workshop was designed to provide an opportunity to bring people together in an educational setting that would be safe to discuss some of the concerns within our community. Minnesota West Community and Technical College (MWCTC), which provides education to a diverse population in an ever-changing environment, and the Resource Center of The Americas, a non-profit educational organization whose overall goal is to build bridges between peoples of the Americas, including Minnesotans, Mexicans and Mexican-Americans, was an ideal match of institutions for such a project. To foster cultural and historical understanding the *Many Faces of Mexico* workshop used the text and interdisciplinary curriculum from the book, *Many Faces of Mexico,* published in 1995 by the Resource Center of the Americas. As project director, I approached various educational and business groups within our community who would be major players in promoting cultural diversity. The Worthington Area Chamber of Commerce, hoping to find a vehicle to encourage an understanding and sharing of information on the many different cultures to positively build harmony for our area, became a co-sponsor of the project and promoted it through their membership. Worthington Area Community Education and ISD #518 collaborated with us on the project through promoting it to their faculty and staff and aided in identifying Latino panelists for the workshop. Juan Valencia, with the University of Minnesota Extension Service in Worthington, collaborated with us on this project, indicating there was a real desire within the

Latino population to become involved and participate in community activities. He promoted the project to Latino families and helped us organize a panel of local Latinos who spoke about their situations and issues facing Latinos in the community.

Thirty participants, from a broad-based educational, social, economic and ethnic background joined together for twenty hours of discussion of materials, questions and concerns. The broad humanities approach of the *Many Faces of Mexico* materials honored all aspects of culture, balancing history, art, music, literature, philosophy and ethics. Three humanities scholars, Meredith Sommers, from the RCTA, Octavio Ruiz, a Mayan Indian from Chiapis, Mexico, and Le Lucht, Spanish instructor from MWCTC, used a variety of activities to motivate the participants to read, discuss, think, analyze, dream and share some very personal feelings and emotions. Maps, which gave a unique view to how cultures view the geography of the world, produced much discussion. Interactive lessons allowed the participants to take on a particular role and carry out that persona throughout various times in history. Changes in history, politics, social and economic circumstances all were factors in how that persona changed. Historical pieces and the literature of the indigenous population were studied through the appropriate genre, art work and historical documents. Video clips, posters depicting the literary works, overlays and role playing all aided the participants to "experience" culture. Jig-sawing activities allowed the participants to become the experts in sharing their knowledge. Participants saw videos that provided background on NAFTA and other US/Mexico issues prior to a presentation by Octavio Ruiz on contemporary US/Mexico relations.

One of the objectives of the workshop was for the participants to create an action plan to be implemented within their respective communities. The last day of the workshop was a sharing time of what the participants planned to do. With the knowledge and trust gained during this workshop, the projects took on a very personal tone for each designer. Some of the plans included: starting a Girl Scout troop for the Latino girls in one of the communities and/or encouraging the Latino families to become involved in the Girl Scout program; targeting the Hispanic youth for 4-H clubs in the community (as a personal note, I witnessed the pride that some of these children demonstrated when they participated in 4-H exhibitions at the local county fair); working with Hispanic families through the ECFE programs in the community; working with the library to increase materials and resources available to the Hispanic community; and using the knowledge gained from the workshop in the workplace of the participants; etc.

The follow-up assessments of the workshop were so positive that the Resource Center of the Americas asked if we would promote another workshop this summer (1998), the Minnesota Humanities Commission encouraged us to apply for a grant to promote a follow-up workshop, and a number of participants have spread the word to colleagues about what had been shared during the workshop. Another project is currently in the planning stages.

Water Testing Lab

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A partnership has been developed between Minnesota West—Worthington Campus, Nobles County Environmental Services, and Okabena-Ocheda Watershed District to test and monitor the surface water quality of the Municipal Golf Course and Okabena Lake. The data has been used to establish exemplary water quality programs that the municipality and agencies within the city can promote and show citizens that they can make a difference in water quality if we all work together.

This partnership was formed to provide a more extensive water testing and screening service to the community with updated standardized technological equipment that could run EPA approved water analysis. The students at the college would benefit by being involved in a meaningful community service environmental project that had significance to the future quality of life in the community. The objects were threefold: to provide ongoing high quality water analysis for the citizens of the community, to establish a baseline for composition of the municipal waters that should be exemplary for the community, and give students at the college a field experience and involve them in environmental stewardship to the community they live in. The members of the partnership were brought together through a mutual interest in water quality, environmental education, and stewardship of the community. By all three organizations buying into the project, success of the project was assured. Equipment and chemical reagent costs have been shared equally along with donated time by all members involved. Accountability has been established between the organizations.

This water testing partnership is the first of its kind in Southwestern Minnesota to be established between two local government agencies and a state community college. The project began by the college trying to provide an interesting and meaningful field experience for a natural science class, "Issues in the Environment." Stewardship and community responsibility was the initial objective for the class. The equipment being used was a 21-year-old Hach Portable Laboratory that had been in the lab for years. The machine was not of the quality to be able to standardize to current technology but the reagents to run the water tests could still be purchased. Over time, however, the data collected from the water analysis could be compared to previous data collected from the same instrument. We came to develop an ongoing program to begin to establish baseline data for our local lake and municipal golf course.

There were a few problems encountered with the project at first. It was difficult conveying to the students the responsibility of having complete data to establish baseline information. For example, if the persons in the group who were generally running a particular test had not attended class the day of the sampling, the group would not see the ownership importance of taking it upon themselves to run the tests in their absence. Another barrier was writing protocols that could be done reliably and independently with larger groups. Both of these were classroom management obstacles that through trial and error were adjusted for by the instructor and are no longer problems with time left over now to add on more tests. Another problem was in the eagerness of the partnerships involved to make use of the information the students were finding. There was a tendency for nonscientific and professional misuse of the data. It started out as a pressure strategy to gain power over the managing entities of the water sources being tested. There are still challenges facing the project of using the data out of context and the projects that the students do must be closely scrutinized by the partnership members.

The benefits of this partnership have been realized by the community college students, citizens of the community, and managers of the municipal golf course. The students have become real researchers and efficient lab technicians. The citizens of the community can see that efforts are being made to monitor their municipal waters which have always been an important source of recreation since the community was founded. The golf course contacted the project partnership to monitor water running through the course and want to use the data to work at becoming an Audubon Model Golf Course.

The information gathered through the water project will be presented to the Environmental and Okabena-Ocheda Watershed Boards on an annual basis. Citizens of the community are invited to attend the Environmental Board meeting and do so on a regular basis. This is one way that the citizens of the community can share the information and comment. The Watershed office sends out brochures about home water management practices and the information from our project is used to develop the key issues for the brochure. The golf course is very interested in improving the management practices and being an example for the city. The greens manager and the partnership members meet and discuss the current conditions of the pond and stream water quality information collected for the year. Suggestions for improvement are brought forth by all members of the team along with implementation suggestions.

An Intefactive Multimedia Merging Of The Arts And Sciences

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An interactive multimedia learning device will be designed to effectively merge the arts and sciences. Gulf Coast Community College Honors Physics students (Charles Werneth, Cindy Sitzman, Thanh-Thao Doan, and Jason Pugh) in collaboration with the Walter Anderson Museum of Art and NASA's Stennis Space Center will focus on an island that has had considerable artistic and scientific study. Horn Island is a remote island located eight miles off the coast of Mississippi. Walter Anderson, a brilliant artist, spent many hours surveying the land and studying its habitat. He devoted much of his art to the beauty of the island. NASA has also spent a considerable amount of time inspecting the land from the LANDSAT satellite. One of the functions of the LANDSAT satellite is to take photographs of land in the form of spectral bands. These spectral bands can be permutated to indicate thermal readings and vegetation. Remote Sensing will be taught through an exciting interactive environment. When completed the program will be available at the Mississippi Gulf Coast Community College—Jackson County Campus, Smithsonian Natural History Museum, Vancleave Middle School, and NASA's Stennis Space Center.

Partnerships and Linkages through the Art of Communication: Theater

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As stated in The Theater Experience by Edwin Wilson, "Since Theater is centered on human beings, it is not surprising that the impulse toward theater is universal." Theater evolved from storytelling which is deeply rooted in tradition and cultures. It brings people together, explores the human condition. and acts as a mirror to reflect life. As a collaborative art form, it brings together an array of talented musicians, actors, dancers, directors, and designers "to focus on encounters between human beings."

The arts, in general, lift our spirits, enable us to express our deepest feelings, and improve our quality of life. So then, why is funding for the arts usually the first to be cut or nonexistent in the educational arena? As the developer of many theater projects, starting from scratch, I found it necessary to firmly establish a budget. Never having the luxury of a generous benefactor as many large professional theaters have, I would first determine my possible maximum income, based on projected ticket sales and participant tuition. This was, and still is, always a guessing game, but it allows for money to produce the show. Once this is established, the true collaboration and community linking begins.

While developing our theater department at Mohave Community College, now in its sixth year, I found that traditional academic venues did not adequately supply the finances or manpower needed. Peculiar to our academic needs, a theater department requires sets, props, costumes, makeup, hardware, lights, sound equipment, and the manpower to put it all together. Thus, the instructional peculiarity necessary to develop our department created the opportunity to seek partnership support.

Having been in the theater profession for the past twenty years, I have the luxury to utilize previously established partnerships. Through the support of neighboring California community theaters, such as the Moonlight Amphitheater and the Patrons of the Arts, MCC was able to receive or rent costumes, sets, and props at a greatly reduced rate. Now, after six years of production, we are able to offer an exchange program to these groups which benefit all. Networking with colleagues has fulfilled my need for professional services in specific fields of expertise such as stage management, set, lighting and sound design and technical direction.

By establishing a youth theater program through the Lake Havasu Parks and Recreation Department, I have gained the trust and confidence of may local youth and parents. The bulk of MCC's technical staff and volunteers have evolved from this dedicated group and are now an indispensable resource to the Mohave Community College Theater Department. They serve as director assistants, backstage and house managers, prop and costume coordinators, etc. Many have taken MCC's theater classes in order to develop their individual talents.

Additional linkages with the community are made when seeking local, private fine arts instructors willing to contribute their time and abilities for collaborative endeavors. MCC's last two productions incorporated live orchestration when we invited the Lake Havasu Community Orchestra to join our efforts. This group performs two annual concerts a year but had never accompanied a live, musical production. It was a joint learning venture for all.

Financial support has been solicited through local businesses who place advertising in show programs. Others have added extra support by selling tickets, equipment donations, and providing scholarship monies. Reduced rates have been given to our department for services, such as, printing, guest hotel services, food, supplies and equipment. Through this "work in trade" alliance, our community patrons not only help us surpass our monetary goals but also feel that they are a part of our success.

Lastly, the assistance received from my Mohave Community College faculty colleagues enhances the feeling of collaborative effort and teamwork. Unlike my past theatrical partnerships, these colleagues contribute to this new academic endeavor, not because it is in their chosen area of study, but because it is in the area of personal interest. Fellow faculty members have contributed organizational skill, sound design, and public relations.

It has been my life's joy and pleasure to direct theater. However, to create the artistic vision and to provide the leadership necessary to realize that vision is no small task. Yet, the aspect that has been the easiest to create are these supportive partnerships. Why? I believe it is because of theater's universal appeal. People in general find it exciting to immerse themselves in this humanistic, communicative art. People of all skill levels, all backgrounds, all ethnic and economic diversities, can feel a part of this art. In fact, the more diversity, the more the work of art has to say. The only instrument needed is one's self. As the director, I simply add the inspirational direction needed.

Due to the increase in participation in all phases, such as, auditioners, audiences, student registrations and advertisers, the level of excitement and involvement continues to grow. This described method of developing partnerships and linkages is working in our community college theater department, and I am sure it could be adopted by other colleges as well. This understanding of collaborative teamwork and innovative support is conducive to the collaborative art of theater. It is also conducive to the collaborative efforts of education. We continue to strive for excellence in both areas.

Woodworking with a Purpose

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Why Bother? Anyone who has gone through the dubious process of developing a partnership can certainly relate to the question, "Why bother?". Time, paperwork, understanding, trust, commitment, and compromise are all elements of the "partnership" which require a great deal of perseverance. However, the fruits of a workable partnership are worth the hassle.

One of the needs our community repeatedly relayed to us was the desire for an enrichment course which taught the fundamentals of woodworking. Unfortunately, our campus did not have the room nor the funds to expand into the area of woodworking, especially without the probability that such an offering would increase in demand beyond introductory courses. The predicament was, however, that we professed to be in business to meet the needs of our community, whether those needs be academic, enrichment, recreation, life-long learning, or retooling of skills. If a need existed, we should find a way to meet it.

From the Mouth of.... As with most solutions, they appear from the most unlikely source. Tom Delzio, who is employed with the Lake Havasu Fire Department, and a ready source of information for safety concerns which arise on our campus, stopped by to visit and share an idea. Over the last year, Tom had been making wooden items for his wife's elementary classroom, items which were needed for or which would help in the children's learning process. Tom knew that Lake Havasu City had a large population of senior citizens and "snowbirds," people who spend only the winter months in Lake Havasu, who often took enrichment classes at the college. Why not offer this population, and anyone else interested, an opportunity to learn woodworking while producing a product that would not be taken home and put in a corner to attract dust or be forgotten in the basement but would be put to use in a local classroom. Such an opportunity would:

- meet the needs of a segment of our population which wanted to learn elemental woodworking
- produce a needed product, which would aid in the education of our children and be donated to our elementary school
- expose the "woodworkers" to the elementary classroom, the children and the teacher, and, thus, become a part of the education process
- allow senior citizens to realize they were still contributing members of the community
- help senior citizens better understand the needs of the school district on issues which were put to community vote
- give the college and local school district an opportunity to demonstrate teamwork between two entities that are both tax-supported and to demonstrate financial responsibility by sharing a tax-supported facility and equipment

Although the college had routinely "rented" additional evening classrooms from the high school, arrangements for use of an expensive facility such as their well equipped, modern wood shop had not been offered to the college.

The Players and Considerations: Tom Delzio, concept originator; Pat Rooney, high school principal, Burt Binenfeld, elementary school principal; Eric McCord, high school shop teacher, David Roddy, college Public Information Officer, and Anita Everts, college Community Division Chair, with the support of the Campus Dean, Harry Swanson, met, negotiated, compromised, and agreed upon the issues surrounding this unique offering. Issues resolved included:

- responsibility
- liability
- use of equipment and supplies
- replacement relating to use, misuse, and/or damage
- publicity
- supervision
- instructor; college-based and/or division of labor
- projects to be undertaken (determined with the assistance of the elementary teacher(s))

Outcome:

- Woodworking With a Purpose was offered February 1998 as a one-credit college enrichment course.
- In April, the first projects will be delivered by the woodworking students to the elementary school classroom.
- Additional sections of this course will be offered each semester.
- The high school and college have begun to build an improved relationship through trust and compromise.

Although at times the negotiations seemed endless and the points of concern seemed trivial, all involved were committed to an idea which would ultimately benefit our community, the school district, and the college. The realization of this unique partnership and the success of its implementation will hopefully be only the first step toward new mutually shared ventures.

Quality in Government Institute

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The Quality in Government Institute (QGI) is a program developed by Monroe Community College (Rochester, New York) and our sponsor—Monroe County. QGI was designed to meet the training needs of governmental employees in the greater Rochester area. Employees from the county, City of Rochester (our metropolitan area), towns and villages within Monroe County, and state agencies located in Monroe County have access to this affordable training. The courses offered through this program are the result of research, conducted by the College and the County's Human Resources Department, into the elements that make up the delivery of excellent public sector services. Utilizing the principles of Quality Management as applied to the operation of governmental agencies and the interaction of their employees with the public, this series of courses is designed to reinforce and develop the abilities and techniques that will enable public employees to offer the highest quality of service to the public in a customer-centered, efficient and cost-effective manner.

The courses offered through this program include: conflict management, stress management, cultivating initiative, dealing with the public, successful meetings, excellent telephone communication, creating goals/measuring outcomes, people smart manager, facilitator skill development, removing negativism from organizations, measuring customer satisfaction, managing multiple priorities, negotiating skills, simplifying work processes, project management for teams, effective presentation skills, "action" writing, and communication through other media. We have also developed five Excellence certificates - Customer Service, Facilitation Skills, Quality Processes, Team Building Skills and Organizational Skills - that participants can strive for.

The program started in the Spring semester of 1997 after approximately two years of research and planning. In our first semester, we enrolled 108 students in 10 courses, and in the Fall 1997 semester, we registered 198 students in 17 courses. Projections for Spring 1998 are for 225 registrations.

A Board of Directors made up of two representatives from the County government (Assistant County Executive and Director of Training), three individuals from the College (Director of Human Resources, Executive Dean of the Damon City campus and Program Director for Workforce Development), and two individuals from the general public, monitors the program and selects the course topics. The College is responsible for all registration functions, the development of courses based on the recommendations from the QGI Board, selection of instructors, development of marketing materials, and marketing to the municipalities. The County reviews course materials and content, reviews instructor qualifications, and markets the QGI program to the over 5,000 county employees.

The program has already been copied by Finger Lakes Community College (FLCC) located in Canandaigua, New York. Their program, Excellence in Government Institute, was started in September, 1997 after a review of the QGI course descriptions, marketing materials, and administrative structure. FLCC also consulted with Monroe Community College's (MCC) Program Director for Workforce Development, who administers the QGI program, to customize their program to meet their county's (Ontario) specific training needs. This program can easily be copied by other Colleges, who can then customize the program by assessing their local governments' training needs, based on the competencies these entities require of their employees. Duquesne University has also shown interest in this program.

The program is offered at MCC's Damon City Campus, which is our urban branch campus. This program is one of the most successful noncredit programs located on the campus, and is a pillar in our workforce development effort with public employees. The eighty percent increase in enrollments in the Fall semester shows that there is a demand for this program, and the County has stated that the courses are an excellent value that allow the County to "stretch" their limited training budget. Student have evaluated the courses very highly, and are appreciative that this quality of training is now available to all levels (not just management).

Our strategy for the future is to continue to add new courses based on student suggestions and the skills that local governments want their employees to possess. Enrollments will continue to increase, the College will continue to generate revenues, and the partnership between the College and County will explore other programming ideas.

Community Consortiums

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The mission of community colleges in today's world has expanded to fulfill many roles. Certainly one of the roles we take on is that of working with our communities and businesses to develop programs to continuously improve the efficiency and effectiveness of the workforce. With this in mind, Montgomery

College has been the impetus in the creation of two consortiums within the local community.

In July 1996 Montgomery College brought together local manufacturers, colleges, universities, chambers of commerce, and economic development councils to discuss workforce needs. It was evident that manufacturers were faced with similar obstacles in staffing their operations. Common to all industries was the need for: a more skilled workforce; and continuous improvement on the skills of the labor pool.

This group of educators, manufacturers, and other interested parties evolved into a steering committee bounded by the shared goal of identifying the needs of Montgomery County Manufacturing Consortium members. They realized that for manufacturers to remain competitive, employees must receive advanced training in a variety of areas, including team building, manufacturing technologies, and quality control.

To meet these needs, Montgomery College wrote, and received funding for three Skills Development grants through the Texas Workforce Commissions. Using these grants, Montgomery College and the Manufacturing Consortium has been able to provide the much needed training for current and future employees.

In addition to the Manufacturing Consortium, Montgomery College was also responsible for initiating the Consortium for Community Assistance Projects in August 1997. This consortium of non-profit agencies was formed to help the various agencies and entities to communicate and work together to look at the needs across the county. The purpose of the consortium is to assist and strengthen agencies in their efforts at obtaining grants. One grant has already been funded through the efforts of the consortium - a Violence Against Women Act grant that will provide training to various agencies to help them work with women who have been victims of violence. A five million dollar Welfare-to-Work grant was recently submitted for consideration. This strength of this grant is in the collaborative efforts of consortium members to work together to provide services.

The connections made through these consortiums has enabled Montgomery College to truly be a college of the community -one that works productively with agencies, organizations, businesses and manufacturers throughout the county.

Senegal West Africa Summer Study Program

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The Mountain View-West Africa connection has been several years in the making. Through establishing partnerships with other educational institutions and sponsorships from external sources, twenty Mountain View College students will be studying in Senegal, West Africa in June.

Mountain View College is one of seven colleges within the Dallas County Community College District. Serving the southwest portion of the county, the Mountain View College student population is diverse, with approximately 60% ethnic minority. With a Fall 1997 enrollment of 5,340 students, the average student is 27 years old, enrolled for 9-12 credit hours during the day, and works over 20 hours per week. Household income varies widely, but overall, the students fall into the lower-middle income bracket.

During the past decade, enrollments in Spanish have increased, but French professor Sherry Dean finds building and maintaining a vital French program to be a challenge. Why would students be attracted to a language and culture which seem remote and impracticable? Student travel became vital to the Mountain View College French studies program. Since the late 1980's, French students have traveled repeatedly to French-speaking Louisiana in weeklong excursions which cost students under $300.00 and to Paris for twelve days for $1200.

By 1996, Professor Dean realized that to serve the students of Mountain View College and to generate excitement in the study of the French language, it was time to extend the traditional travel boundaries and approach to French language study. By the year 2000 over half of the French-speaking populations of the world will be centered in West Africa. French students needed to experience the African continent, but how? The DCCCD, with an extensive history of facilitating international studies, had never sent a study group of faculty or students to Africa. Arrangements would be difficult and costly. While Mountain View College administration was supportive of the concept, the college did not have the budget to underwrite such a venture.

Partnerships have provided the solutions to overcoming these obstacles. Faculty have partnered across disciplines, the college has partnered with the district and with a foreign university, and students have partnered with sponsors.

Although Professor Dean knew the French language and had experience traveling with students she did not have experience with West Africa. Mountain View College adjunct professor of anthropology, Dr. Joci Ryan, had studied in Africa. They joined forces creating a program which would allow students to study in Senegal for three weeks, earning credits in African history and service learning while immersed in a French-speaking culture.

Partnerships between academic institutions were instrumental in laying the foundations for this study trip. An on-going partnership between the Mountain View College French program and the Summer Institute of Linguistics (SIL) led to initial contacts. For several years SIL students, preparing for missionary work abroad, have studied French at Mountain View. Internet contact with former students who were now working in West Africa resulted in an offer to visit Senegal to explore opportunities for study. The faculty applied for and received a DCCCD Innovation Fund grant, which covered the costs of a preliminary trip to Senegal in December 1996. The DCCCD Chancellor suggested Mountain View College faculty contact the Chancellor of St. Louis Community College which had just completed a study program with the University of Gaston Berger (UGB) in St. Louis, Senegal. This contact directed them to the Dean of the English Department at UGB, who met them in Senegal and traveled with them throughout the country, studying sites to be included in the Mountain View College program. The trip was successful, with the UGB administration agreeing to enter into an African studies program with Mountain View College in 1998.

The program goals are to enable students to 1) gain an understanding of African history from an authentic African perspective, 2) develop cross-cultural communication skills, 3) increase self-knowledge and maturity through a study program in a third world country, and 4) eventually work toward faculty exchanges between the two institutions. Students began an intensive eighteen hour program of pre-departure orientation in March, which included study of the Senegalese history, politics, cultural do's and taboos, and culture shock. UGB professors of history have been retained to lecture and direct advanced history studies while students are in Senegal. Catholic Relief Services is arranging a community service project for students in local wolof villages, and Dallas students will also tutor Senegalese university students who are studying English as a foreign language.

The last great obstacle to the trip is cost. The arrangements were made to keep costs to a minimum, but the total program costs totaled $57,420.00. Three weeks of guided travel and study in West Africa, including airfare, would cost each student $2,850.00. This is a bargain for the seasoned world traveler, but for the students of southwest Dallas County, the price could be prohibitive. The program directors set about fund-raising and establishing partnerships to help underwrite the costs. By early March, over $32,000 had been raised. Program participants have raised over $1500.00 through sales. The French Club, through its annual Mardi Gras celebration for area high school students donated $1,000. Richland College, the largest of the seven DCCCD colleges, has donated funds, and the DCCCD Foundation Office is helping secure funds. Local businesses have donated funds, as well as good and services to be awarded as prizes at the Mardi Gras. One of the most innovative fund-raising methods has been the Student Stock Certificate. Individual students have used the stock certificates to ask family, friends, and acquaintances to purchase $25.00 shares to help fund the travel; the donor is given a "stock certificate" which denotes the number of "shares" purchased. To date, the cost per student has been cut to $1280.00.

As a result of this program, enrollment in French classes is at an all-time high. The students traveling to Senegal are as diverse as the population of the college. This ground-breaking trip will bring many untold benefits to the students who participate, including changed lives and a new perspective of the world.

Shared Counselor Partnership Program

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The Shared Counselor Partnership Program is a comprehensive student services system, developed by North Harris College (NHC) in collaboration with its two service area school districts, Aldine ISD and Spring ISD, to facilitate the successful transition of high school students into post-secondary education programs. The partnership supports the district's emphasis on engagement in community partnerships with businesses, industries, schools, universities, and other public entities to provide seamlessly connected learning opportunities for diverse populations. It also supports the district's mission to improve the quality of life for community members and strengthen the area's economic well-being by assuring a highly trained work force.

NHC has long recognized that many high school students in the college's service area were not matriculating into post-secondary education despite the obvious match between the students' needs and the college's offerings. Traditionally, services designed to facilitate students' transition into post-secondary opportunities have been primarily directed toward those students designated as college-bound, whose goal is the acquisition of a four-year, academic degree. Many students outside this traditional college-bound category have not benefited from college planning services. The development of the Shared Counselor Partnership Program is a response to the disparity in services available to and used by the vast category of "middle" or average academic range students who may not have a clear vision of their career possibilities or of the level or type of education required.

The program's goals maximize the availability of NHC's student services to members of special populations; students from different racial/ethnic, socioeconomic and cultural backgrounds; as well as vocational-technical students, gifted students, and those at risk of failing or dropping out of school. The program's focus resulted from a pilot project and related research identifying the optimum delivery of serves in the areas of college assessment, orientation, admission, registration, financial aid, personal guidance, academic advising, career exploration, and individual goal development.

In the fall of 1993, NHC, Aldine ISD, and Spring ISD launched a pilot project initiating the Shared Counselor Partnership Program. Now in its fifth year of operation, the program has far exceeded the partners' expectations for effectiveness in bridging the gap for students at risk of not furthering their education beyond high school. Shared counselor-college advisors, funded and supported by both the college and school district, provide the ongoing and individualized support known to be essential to college success. This support results in an increased number of high school students gaining access to college, persisting and re-enrolling than in previous years. The developmental program acquaints eighth graders with the nature and purpose of higher education, continues throughout high school to help students clarify their values and goals and to realize their maximum educational benefits, and culminates in college registration and "first year" activities.

The Shared Counselor Partnership Program gained national recognition by the U.S. Department of Education and the National Center for Research in Vocational Education (NCRVE) in their 1996 nationwide search for Exemplary Career Guidance Programs and is annually featured at state, regional, and national conferences. The Shared Counselor Partnership Tool Kit, a how-to manual, has been disseminated to over three hundred colleges and universities nationwide.

Art as a Way of Learning™

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Art as a Way of Learning™ was launched in 1991 when Binney and Smith, Inc., and Northampton Community College entered into a five-year partnership to find ways to integrate the visual arts into early childhood, elementary, and teacher education curricula. Out of this partnership, the associate degree program in early childhood education was totally revised, and a professional development program evolved designed by art educators, classroom teachers (K-6), and administrators. *Art as a Way of Learning*™ places the arts central to teaching and learning for pre-service and professional development training.

Research by Howard Gardner and many others validates the importance of providing learners with multiple ways to construct knowledge, express ideas, and communicate. Differences in where and how individuals learn are supported and enhanced by a curriculum that is rich in opportunities to develop curiosity, success, originality, and satisfying relationships through artistic thinking and creating. When teachers implement an arts-based curriculum, other educational reform concepts are addressed as well, e.g. the goals 2000 Arts Education Partnership.

In the first three years of the project, a Local Resource Team was assembled to develop and implement art integration techniques that would build on this professional knowledge base. Team members included classroom teachers and art specialists from local K-6 public, private, and parochial schools, art and education specialists from Binney and Smith, Inc., early childhood and art faculty from Northampton Community College, educational researchers from local baccalaureate colleges/universities, and art consultants (artists).

Through action research conducted in collaboration with art specialists, the Local Resource Team teachers came to recognize that children understand concepts and retain knowledge more effectively when they use hands-on, engaging art explorations guided by an art specialist. As a result, the Local Resource Team reconceptualized art in the classroom, defining it not as just an activity, but as an expressive, cognitive process. With guided explorations, art becomes a language through which all subjects can be learned. Four themes were identified and worked up as components for pre-and professional service training: Visual Literacy, Creative Collaboration, Aesthetic Environment, and Teaching Strategies.

At the same time, the associate degree curriculum for Early Childhood Education (pre-service teacher preparation) at Northampton Community college became art-integrated. A year later the early childhood component became fully implemented at the college's Child Care Center (five classrooms for infants-pre-K used as laboratory sites for the associate degree students). In the same year, the *Art as a Way of Learning*™ project was piloted in two elementary schools locally.

In the last year of the project, 1996-97, *Art as a Way of Learning*™ was provided to over 100 teachers and artists representing ten Pennsylvania schools through collaborative relationships among the local Intermediate Unit, PA Council on the Arts, the local Arts in Education Coalition, and Northampton Community College. Additionally, the program has been provided in five districts in Ohio and one in New Jersey. The findings of researchers attached to the project have been published as journal articles and one doctoral dissertation; papers have been presented by Northampton Community College faculty and art specialists at the National Association for the Education of Young Children's National Conferences—1993/4/5/6/7, and the National Art Education Association National Conferences—1995/96, as well as at local, state and regional conferences of art educators and teachers.

Now one year beyond the five-year NCC/Binney partnership time frame, this original partnering has enabled the college to build additional linkages. 1997-98, one-day professional development sessions on the *Art as a Way of Learning*™ project components will be held in Oklahoma, Florida, and Delaware to approximately 400 participating K-6 teachers. Currently *Art as a Way of Learning*™ is administering a research project funded by the PA Department of Education to establish the effectiveness of its professional development program on Kindergarten and Grade 1 teachers and the subsequent impact of children's art literacy on early reading and writing abilities.

The resources, financial and professional of Binney and Smith Inc., in this five year partnership has enabled Northampton Community College to create a distinctive professional enterprise that, through art, connects pre-service teacher training and training for child care and elementary school professionals locally, regionally, and now nationally.

Welfare-to-Work Advanced Technology Program

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The Advanced Technology Program offered by Oakland Community College's training arm, Workforce Preparation Services, is a unique Welfare-to-Work initiative with a documented track record of success since it was piloted in 1995. The singularity of this program derives from the partnerships the College has created among organizations and entities as diverse as Fortune 500 corporations. community service agencies, government agencies, and of course, the College staff and faculty.

The Advanced Technology Program: Targeting recipients of public assistance residing primarily in the Pontiac, Michigan, area, the program:

- prepares participants to gain full-time employment with local employers who are also active partners in the training delivery.
- encourages participants to pursue continuing accreditation and future degree attainment.

The Advanced Technology program thus aims not only to train participants for specific jobs but also to educate them in preparation for long-term personal and professional development.

Partnerships and Links: To ensure the success of the Advanced Technology Program, Oakland Community College has developed productive and proactive partnerships with the following corporations:

- DECO Technologies
- Electronic Data Systems (EDS)
- Kelly Services
- FANUC Robotics

From the outset, the project has been guided by a Task Force composed of representatives of the partner corporations and the following individuals and organizations: State Representative Hubert Price; the Executive Director of the local workforce development board; a representative of the public assistance agency, a representative of the local transit authority (SMART); the Pontiac Area Urban League; the Pontiac Area Transitional Housing; and last but not least, Oakland Community College.

Unique Characteristics of the Curriculum: The training program, co-developed with industry partners, has so far focused on four areas: machine tool technology, robotic assembly, systems administration, and productivity software skills.

In addition, to enhance participants' employability, training is provided in the following soft-skills areas: time management using a Franklin Planner; Covey principles; career planning; organizational behavior; business communication; and problem solving.

The program also addresses participants' need for assistance with child care, transportation, and even business attire. The training and support thus extend well beyond the classroom.

Faculty Involvement: Both full-time and adjunct faculty at the College have contributed to the design and delivery of the curriculum.

Most noteworthy is the fact that academic faculty have collaborated with occupational faculty to coordinate multi-disciplinary instruction. For example, an instructor of English, an instructor of Electrical Trades Technology, and a program coordinator of OCC's Workforce Preparation Services together developed strategies for incorporating team problem solving skills in their otherwise diverse classes.

Customized Instruction: Faculty have been willing to modify existing classes and develop new ones to meet the specific needs of each employer.

For example, a member of the English department has customized a business communications course to include customer service components for the office technology environment and technical reading and writing skills for the manufacturing environment.

This business communications course also focuses sharply on team problem solving skills.

Depending on the requirements of the particular employer, this instructor has been able to offer communications and problem solving training ranging from 12 to 30 hours.

The Success of the Program

The success of the 1995 pilot program has been replicated in every subsequent session. Eighty-five percent of the participants are now off cash assistance. Here are the statistics for the most recent full year of operation:

Session	# Enrolled	# Completers	# Placed	Employer/ Partner	Avg. Annual Salary
Session #1 Jan.-Apr.'97	13	13	11	EDS	$22,250
Session #2 Jun.-Sept.'97	15	13	13	Kelly Services	$18,720
Session #3 Nov.'97-Jan.'98	14	13	13	Kelly Services	$18,500
Totals	42	39	37		Salary range From $18-25,000

93% Retention 88% Placement

Conclusion: In summary, Oakland Community College's Advanced Technology Program prepares recipients of public assistance not just for a job but for careers in growth areas of employment. It seeks to educate participants, not just to train them for a short-term goal. It addresses their personal needs and behaviors outside of the classroom. It forges links between faculty in diverse departments and between the College and the community.

Summer Camps for High School Students to Explore Careers in Health, Manufacturing, and Electronics

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Oakton Community College, in partnership with local area high schools, the Education to Careers Partnership in its area, corporations and other post-secondary institutions, holds career exploration summer camps for high school students. The purposes of the camps are to provide students with:

- experiences in laboratory settings germane to the subject area, doing hands-on experiments and interacting with college faculty members in the field;
- field trips to workplace sites, touring business and industry, talking with current employees, and obtaining specific information about the kinds of knowledge and skills needed for careers in that field;
- structured learning exercises in team building, communications, interpersonal relations, and workplace skills;
- opportunities to explore future internships and other work site learning experiences;
- organizational and presentation skills through a culminating program in which participants in each camp develop and present a final program summarizing their experiences for parents, instructors, employer representatives, and others.

In 1997 three summer camps were held. Gateway to Electronics was a three-week camp in which participants were involved in hands-on activities at DeVry Institute of Technology, Oakton Community College, and business sites. The latter included 3Com (formerly U.S. Robotics), Midwest Automation, and Motorola. A second three-week camp focused on health careers. Students learned medical terminology, spent time at local hospitals and other health care sites, and even toured the Chicago Bulls' training center. A third one-week camp concentrated on manufacturing careers. Federal Mogul (formerly Fel-Pro Corporation) was the major corporate partner in this camp. All of the camps involved a career exploration session, activities to enhance communication and team building skills, and a final evening session presented by the student participants to their parents and representatives from the high schools and business partners.

The Gateway to Electronics camp included hands-on laboratories dealing with basic electronics, an electronics project, PLC (programmable logic controllers), fiber optics, computer construction, local area networks, and medical image processing. At the sites of the business partners, students shadowed employees, participated in team discussions, and became familiar with a range of potential jobs at 3-4 major manufacturers.

In the health careers camp students learned medical terminology, and did hands-on laboratories in basic anatomy, clinical laboratory techniques, basic physical assessments, physical therapy gait analysis, etc. These workshops were reinforced with visits to various types of health care facilities such as several departments at acute care hospitals including an emergency room, extended care facilities wherein students were able to work with clients, a Wellness Center, Life

Source blood supply center, Searle Pharmaceuticals, and the Chicago Bulls Training Facility.

The manufacturing camp included three hands-on projects (e.g. CAD/CAM, hydraulics) at Oakton as well as job application and shadowing of an individual in the job at Federal Mogul (formerly Fel-Pro). Federal Mogul is a major manufacturer of engine gaskets and job categories (applied for and shadowed by the students) included press operator, tool & die worker, supervisor, engineer, and designer.

High school faculty members were involved in the camps as observers and student supervisors, though not directly as instructors. By spending time with campers at various work sites they enhanced their own knowledge about the world of work, and sharpened their abilities to craft classroom assignments to improve student preparation for careers. College faculty organized and taught hands-on laboratory and classroom assignments for campers, which gave faculty insights into existing knowledge and skills of high school students. Bringing campers to the colleges for part of their camp experience also served as a subtle recruiting activity for Oakton and for DeVry Institute (DeVry participated only in the Electronics summer camp).

Campers' evaluations of their experiences were uniformly excellent. It was particularly impressive to hear them comment, in the culminating programs, about the importance of good communications, and how they learned to value this skill even though they had not thought it would be so critical for workplace success.

Based on the 1997 experience, Oakton is again collaborating with high schools, the Education to Careers Partnership, DeVry Institute and a number of businesses and industries to hold 1998 summer camps. This year two camps will be held, one to focus on health careers and the other to focus on electronics and manufacturing. A mark of the camps' success is that high schools are planning to promote them as part of their regular summer school offerings, and to recruit high school instructors to take a more substantive role in planning and delivering the instructional activities.

Community Higher Education Council (CHEC)

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Orangeburg, South Carolina, is a rural community located between the two major cities of Columbia and Charleston, South Carolina. The town is unique in that there are two public and one private higher education institutions within a radius of four miles. Historically, the institutions functioned autonomously. As these institutions faced increasing costs, dwindling funding, and accountability demands, the benefits of collaboration and partnerships seemed fiscally sound. In addition to benefiting each institution internally, it became apparent that educational partnering could enhance responsiveness to the needs of the entire community. Through such educational partnership, many outreach services could be stronger, more unified, and more visible.

In the summer of 1996, the presidents from South Carolina State University (Dr. Leroy Davis), Claflin College (Dr. Henry Tisdale), and Orangeburg-Calhoun Technical College (Dr. Jeffrey Olson) met to identify collaborative activities. Their intent was to form linkages among their colleges for the benefit of faculty, staff, students, and communities that they served. Correspondence generated during the initial meetings indicates the commitment to the partnership and the intent to make it permanent.

An Alliance 2020 planning grant, funded through The Kellogg Foundation, assisted in providing resources for the formation of the Community Higher Education Council (CHEC). The Council is the partnership of the aforementioned three institutions of higher education. The Project Director, Mr. Mike Hammond, a full-time employee of Orangeburg-Calhoun Technical College, assumed the leadership for the planning and implementation of collaborative activities during the 1997-1998 academic year.

The mission statement of CHEC states that the "purpose of the Community Higher Education Council (CHEC) is to link South Carolina State University, Claflin College, and Orangeburg-Calhoun Technical College in efforts to enhance opportunities in higher education and provide greater public service for all people in the surrounding communities." To support the mission of CHEC, collaborative activities have included the following:

- Cultural events series held in collaboration with the local Arts Council. Events were open to the public.
- Career Expo Fair offered for students from the three institutions.
- ELERT Eat, Live, and Exercise Right Today event held for 1,260 sixth grade students in Orangeburg and Calhoun Counties to promote wellness, proper nutrition, and appropriate exercise.
- Agricultural Workers Health Screening project provided for farm owners and farm workers in the two-county area.
- Athletic and sporting events opened to students at the three institutions.
- Faculty and staff development activities are shared; employees of the three institutions are invited to events at the individual institutions at little or no additional cost.
- Interlibrary Loan Service provides access to library collections for students, faculty and staff in the three institutions.

In addition, the three institutions co-authored three other grant proposals with the local Downtown Orangeburg Revitalization Association (DORA), the Orangeburg Department of Public Safety and the Orangeburg Arts Council. Activities continue to focus on community involvement and community needs.

In January, 1998, the three vice-presidents of academic affairs met for the first time to provide leadership in the instructional arena of the institutions. At that time. a Cross Registration Policy/Procedure was endorsed and subsequently submitted to the three presidents for their signatures. A later meeting in January produced a Joint Admissions Agreement between the three institutions. The three vice-presidents are committed to articulation of courses and programs to enhance student opportunities in higher education. Other instructional initiatives include distance learning classes being offered between Orangeburg-Calhoun Technical College and South Carolina State University with intent to soon add Claflin College in a triad of offerings.

The CHEC project is serving a viable and useful purpose to the Orangeburg community. The bridges formed between faculty staff and students of each member institution and the bridges formed with the community at large serve as a vehicle for growth and development of the institutions and the community they serve.

CHEC is a milestone in binding the higher education system in Orangeburg and Calhoun counties. It creates a climate supporting community and economic development and forms a new partnership to strengthen the link between the community and higher education.

The Owens Community College and The Medical College Of Ohio Partnership

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The Owens Community College Physical Therapist Assistant Program has developed an excellent educational relationship with the Medical College of Ohio School of Physical Therapy, Graduate School, Physical Therapy Department, Department of Rehabilitation, and School of Medicine. In October 1997, the Physical Therapist Assistant Program at Owens Community College had an on site accreditation visit by the Commission on Accreditation in Physical Therapy Education (CAPTE). The CAPTE evaluators were so impressed with the partnership between the faculty of Owens Community College and the Medical College of Ohio that they addressed this relationship both in the oral exit report and the written report commenting, "Faculty in both schools have developed a remarkable working relationship worthy of emulation on a national scale."

While at the Medical College of Ohio, the Owens Community College PTA students are provided unique opportunities to gain hands-on experience with equipment and patients not available to other associate degree PTA students. These rare clinical experiences include but are not limited to:

- Instruction in the Department of Rehabilitation Medicine's state of the art gait analysis laboratory.
- Clinical rotations in a 32 bed rehabilitation facility and 242 bed acute care hospital.
- Anatomy class in the School of Medicine anatomy lab. The students register for class, PTA 102 - Functional Anatomy and Kinesiology on the Owens Community College campus. The students take the anatomy component of the course on the campus of the Medical College of Ohio. The Medical College of Ohio and Owens Community College campuses are within easy driving distance (20 minutes) of each other.
- Opportunity to work with allied health clinicians as well as PT students from the Physical Therapy Program during clinical rotations.
- Practical instruction in the Physical Therapy Department's hydrotherapy area including use of various whirlpools, Hubbard tub and wading tank.

- Practical experience with patients in the areas of brain injury, spinal cord injury, stroke and pediatrics with clinicians who have experience in each of these areas by "moving the classroom" to the rehabilitation hospital.
- Guest lectures are also exchanged between the Physical Therapist School at the Medical College of Ohio and the Physical Therapist Assistant Program at Owens Community College.
- Practical instruction in the Sports Medicine Department including use of various isokinetic exercise machines.

The most beneficial aspect of this partnership to the Owens Community College Physical Therapist Assistant Program is the opportunity provided to the PTA students to study prosected cadavers in the anatomy laboratory taught at the Medical College of Ohio by graduate students from the Department of Anatomy. Pam Bensman, Chairman of the Physical Therapist Assistant Program, coordinates the course, PTA 102, Functional Anatomy and Kinesiology. Ms. Bensman initiated the use of graduate students to teach the anatomy course five years ago when she became Chairman of the Owens Community College Physical Therapist Assistant Program. Ms. Bensman believes the graduate students in the Medical College of Ohio Anatomy Department provide the PTA student with a strong foundation in anatomy.

The PTA students are exposed to instructors who are experts in anatomy and have taught anatomy to medical students at the Medical College of Ohio. There is a one to six instructor/student ratio in the anatomy lab, affording the students easy access to each instructor. The anatomy lab at the Medical College of Ohio is accessible to the PTA students outside normal class hours for independent studying. The students have access to Animated Dissection of Anatomy (ADAM) computer program on the Owens Community College campus for review and independent studying, but they prefer to go to the anatomy lab on the Medical College of Ohio campus for hands-on learning on cadavers. The PTA students told the accreditation team the opportunity to study anatomy at the Medical College of Ohio is a strength of the Physical Therapist Assistant Program. In a three year follow up study of alumni, the graduates of the Program still indicate the anatomy course is a strength of the program.

Each year two graduate students are offered the chance to develop their teaching skills in anatomy as they pursue their doctoral studies and conduct their research. The advisors of the anatomy instructors at the Medical College of Ohio are supportive of this opportunity for their graduate students. The graduate students usually commit for two years to maintain continuity in the course. This teaching experience is a strength on the instructor's curriculum vitae as they search for a faculty position. Most recently, the last two instructors obtained faculty positions at Tulane University and Central Michigan University.

Owens Community College looks forward to maintaining the strong relationship with the Medical College of Ohio and to look for more ways to share resources as well as develop collaborative learning experiences for students.

Building Community Linkages through Olympic Sport

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An innovative partnership between Palo Alto College (PAC) and the San Antonio Sports Foundation (SASF) has yielded a one million dollar grant from the United States Olympic Committee for the city of San Antonio. The goals of these alliances are to establish an Olympic fencing programs which introduces children (especially disadvantaged youth) and college students to a unique individual Olympic sport; to establish a permanent training facility; and to provide quality coaching opportunities for any college student or youth who is motivated and talented.

Background: The San Antonio Sports Foundation is a private not-for-profit organization established in 1986 to improve the quality of life for all citizens in the San Antonio area through sports and fitness programs. In 1993, SASF initiated a program called *Dreams for Youth* (DFY). The purpose of the program is to expose San Antonio's youth to Olympic Sports and particularly to nontraditional sports that emphasize individual performance rather than team results. Dreams for Youth strives to develop higher self-esteem and personal growth in its participants through positive training and reinforcement.

The DFY program also provides opportunities and opens pathways to higher levels of personal development by providing motivated and talented participants extended support on the path to greater athletic and personal achievement. Due to the great success of SASF's *Dreams for Youth* programs, San Antonio is one of four cities in the U.S. to receive the U.S. Olympic Committee's *Community Olympic Development Program Grant* (CODP). This grant provides one million dollars of support from 1996-2000.

San Antonio's CODP mission is to create Olympic sports opportunities for the youth of San Antonio by reaching an ethnically and economically diverse population, and to develop permanent training centers, with an emphasis on locating these centers in disadvantaged neighborhoods. Through the CODP's partnerships, talented athletes will be provided access to quality coaching, facilities, equipment and competitions necessary to help them maximize their potential in targeted Olympic sports and to attain the highest level of athletic achievement on the path to Olympic podium.

The Partnership: Fencing is one of the six sports included in these programs and through an agreement with Palo Alto College, a college of the Alamo Community College District (ACCD) system, the fencing program and its coach have found permanent homes. Palo Alto College's Department of Physical Education supports the Dreams for Youth Program and the Community Olympic Development Program in the following ways:

1. DFY/CODP funds the salary for the fencing coach at approximately $30,000 (annually) and provides the fencing equipment. The money is paid to Palo Alto College to be used to fund a fulltime member in the P.E. Dept. However,

the coach/faculty member works half-time for the college and half-time for DFY/CODP. In exchange, the college covers benefits and provides the facility.

2. The DFY/CODP funds the coach/faculty position for four years. At the end of four years, the ACCD will institutionalize the cost of the position in its entirety. The coach/faculty member is a full-time tenure track faculty member.
3. The focus of the fencing coach/faculty is to try to attract minority participants for training and coaching certification to the sport by developing college level fencing courses, youth programs and a competitive training environment. The coach/faculty member recruits students from the college physical education program and provides Olympic level training and certification as coaches.

The Results:

1. To date, one year into the program, Vinnie Bradford was hired for the coach/faculty position in January 1997. Vinnie was a member of the 1984 U.S. Olympic Women's Foil Team and is the assistant director of the U.S. Fencing Association's coaching development program. She has a master's degree in Physical Education and is certified a USFA Level Five Coach (level 5 is the highest certification).
2. During the first year, two P.E. fencing classes were added to Palo Alto College's course schedule and a college fencing club has been established (a permanent training facility). Four college students have been recruited to learn fencing coaching and have earned their USFA/USOC Level One Coaching certification. The Palo Alto College Fencing Club's membership is open to college students and to community fencers of all ages, including *Dreams for Youth* participants.
3. Four DFY fencing programs have been established. One program is offered on the campus, two are taught as after school programs, and the fourth is offered through the USA Pentathlon. Three of these programs are taught by Palo Alto College students. These youth programs facilitate great linkage with the independent school districts and future Palo Alto College students.
4. The Palo Alto College students and the head Coach, Vinnie Bradford, have given many demonstrations to elementary school children—over 500 children have been introduced to the sport of fencing through the efforts of PAC students.
5. Over 200 participants (college students and community youth) have taken either a college course or a *Dreams for Youth* course in fencing.
6. Almost twenty fencers have graduated from a beginning course and entered the competitive program at Palo Alto College. These young fencers are training at the PAC Fencing Club to achieve personal excellence through the sport of fencing.
7. Eleven motivated and talented fencers (seven females and four males) have been specifically identified as *CODP* athletes. These fencers have demonstrated outstanding talent and dedication and the CODP status provides them with extra funding.

Workforce Preparation Center

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As Illinois and the whole country begin to consider what welfare reform might mean at the operational level, groups in the Parkland College District 505 implemented a collaborative partnership to address the anticipated needs of those who would be affected by welfare reform. This partnership recognized, however, that providing connections between those who needed jobs and employers who needed employees went beyond a response to welfare reform. It meant creating alternative ways for people to move into the world of work, ways that connected the community college, the high schools, the agencies, and the employers. This partnership, and the Workforce Preparation Center it produced, is an innovative way to create a community-wide response to workforce development. It represents a unique collaborative model that focuses on the expertise each partner brings, yet also requires that all partners commit to collaborative decision-making. The model is one that can be used in other community college districts interested in approaching Workforce development in a collaborative fashion.

The partnership began late in 1996 with a series of meetings that initially included representatives from Parkland College and the Urban League of Champaign County. Both groups had significant experience in Workforce development. Parkland College has over 70 career certificate and degree-granting programs designed to meet the needs of District 505 employers and students seeking careers. The Urban League had developed short-term training programs focused on providing the skills necessary to attain entry level jobs, and had experience placing people in jobs and mentoring those individuals while on the job. Both Parkland and the Urban League sought to provide a solution that would make use of the expertise and resources of both.

The first significant decision the two partners made was to include other entities that would be profoundly involved in Workforce development. Over the next year, the following groups joined the Workforce Preparation Center Council: Department of Human Services, Housing Authority of Champaign County. Illinois Employment and Training Center (JTPA/IDES), Regional Office of Education, University of Illinois, and Urbana Adult Education.

The next step was to create a model for action. The Workforce Preparation Center Council developed a collaborative model as a framework for future action. The operating principles of the model are:

- That each entity contributes significant expertise to the collaboration;
- That each entity provides resources to support the overall effort;
- That the Workforce Preparation Center Council makes collaborative leadership decisions for the good of the whole.

The partners made a commitment to pool financial resources. The Workforce Preparation Center receives funding from a variety of sources including the Job Training Partnership Act, the Illinois State Board of Education, and the Illinois Board of Education HECA funds. The partners have also collaborated on curriculum development and delivery, support services, and employer contacts.

As a result of this collaborative partnership, the Workforce Preparation Center opened February 2, 1998, as part of a systematic approach to Workforce development. The Center (1) responds to the immediate need for short-term training and entry-level employment; (2) includes the development of basic skills/literacy as well as workplace success skills such as effective interpersonal and group communication; (3) provides for support and mentoring within Center programs and on the job; and (4) includes connections with Parkland's certificate and degree-granting programs.

The Center's curriculum includes job readiness skills, job success skills, critical thinking and problem solving, math/reading/writing/computer skills, and short-term training. Support services include enrollment and assessment, career testing and planning, job placement, transportation/child care support, and on-the-job mentoring and support services.

Outcomes of the partnership and the establishment of the Workforce Preparation Center are already apparent:

- Each partner willingly agreed to participate and share its expertise and resources.
- The Council anticipated the immediate impacts of welfare reform, and created a structure and method of operating consistent with the objectives of the district-wide Workforce Development Commission.
- The model maximizes and integrates services and funding.
- The model is one that can be replicated in other areas interested in approaching Workforce development in a collaborative fashion.

The partnership and the Center are focused on helping clients find jobs, providing businesses with well-qualified workers, and promoting opportunities for continued education, training, and job advancement.

Pellissippi State and Campus America
Deliver Courses Any Time/Any Where

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Pellissippi State Technical Community College, Knoxville, Tennessee, launched a project in partnership with Campus America, Inc., to deliver Office Systems courses over the World Wide Web. The Learning Manager (TLM), a complete competency-based system for designing, developing, and managing distributed learning locally or over the Internet, was provided by Campus America, Inc., to deliver a lab-based course (OST 2810—Creating Web Pages and Using PowerPoint). Campus America not only provided the classroom management software but also provided time from an instructional design specialist for consulting and troubleshooting. Pellissippi State hopes that this course will be the first of many to take advantage of this partnership in developing courses to be delivered through The Learning Manager locally and over the Web.

The Need: Chemistry courses were experiencing high drop-out rates in two core chemistry courses because students were weak in math skills. Office Systems courses were being requested by students who were working full time, who have families, and who have a difficult time coming to campus on a regular schedule.

Solution: One of Pellissippi State's first efforts was to develop a program that would reduce the dropout rate in two core chemistry courses. The College used TLM to develop an online, pre-assessment system that identifies gaps in the math skills students need to complete Chemistry 1000 and 1010 successfully. Students access the assessment system over the campus intranet and receive instant feedback on the state of their math skills. If TLM's assessment system identifies areas that need support, it tells the students where to go to remedy those areas in advance of the chemistry courses. The result is an increase in the student retention rate in these courses.

Office Systems sought a solution to meeting the scheduling needs for Pellissippi working students in delivery of course content over the World Wide Web but found that most web-based courses are merely high-tech "correspondence courses" where students read material delivered via the WWW and e-mail work, assessments, and assignments back to the instructor. The Learning Manager software has allowed the faculty to rethink and redesign traditional methods of course delivery and structure by allowing the program to meet the emerging needs for lifelong learning anywhere, any time, and allows increased enrollment in sections normally limited by maximum number of computers. TLM also allows delivery of multiple resources (audio, video, Internet, third-party application) and enables Pellissippi State to distribute and manage any online or offline learning resource while delivering content that is consistent, sufficient, and reliable. Office Systems Technology took another approach to course development with TLM in offering a course in "Creating Web Pages and Using PowerPoint" both as a traditional classroom course and as a virtual course over the Internet, with course modules and assessments designed and implemented via TLM. The Web section has been offered for two semesters and has had enrollment over the maximum limit for both semesters. During Fall 1997, OST ran a traditional section and a Web section in tandem. This gave the program a chance to see different responses that the two teaching methods brought to light. The Web section retained more students and had higher grades; students completed the course early rather than finishing in 16 weeks; and surprisingly, the teacher felt she learned the students' needs and got to know them as individuals more quickly.

The next stage of the partnership will take advantage of Campus America's partnership with Microsoft to integrate more collaboration tools and facilitating easier and faster production of course materials. This will include planning scalability around market-driven standards, integrating real-time conferencing and threaded discussion groups, and increasing online content delivery using streaming media.

Pellissippi and Campus America are currently in the process of talking with representatives from technical colleges in Georgia on the possibility of co-developing Web-based courses using The Learning Manager and sharing the courses among the colleges in a virtual campus between the states. This could eventually lead to a brokerage arrangement, making the courses available to colleges across the nation interested in Web-based delivery.

Pellissippi State is crossing a threshold of potential in which distance learning and Web delivery of the curriculum will play a major part to serve the diverse scheduling and work preference needs of its student population. The Learning Manager will play an important role in how these students learn. The success of this partnership project is proving how just-in-time and just-enough training and education are essential for educational institutions in the future.

Technology and Farming

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"Technology and Farming" is an especially successful and much needed continuing education program for farmers served by Phillips Community College of the University of Arkansas and the University of Arkansas Cooperative Extension Service in Phillips County. This collaborative project provides an in depth study of new technologies in agriculture and farm education. Together the college and extension office organize and implement the program using resource people provided through the University of Arkansas Cooperative Extension Service. Each four-session course culminates in a luncheon with a special guest speaker presenting information about the course topic. Participants are awarded certificates and given evaluations which provide course feedback and suggest possible topics for future seminars. High attendance at these excellent workshops has often led to other agriculture and farm workshops.

The key to success for this six year old program is having a close working relationship with the County Extension Agency, offering the courses during the slow growing season so that farmers will attend, and making sure that the sessions are useful and interesting.

SCHOOL TO COLLEGE—A COMMUNITY PARTNERSHIP THAT WORKS

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It is appropriate and necessary to link the K-12 systems with post-secondary education to demonstrate commitment to the educational success of the members of the community. These linkages promote the preparation of the students as productive members of a social and economic environment that places greater emphasis on essential skills, knowledge, and lifelong learning. The Pima Community College (Tucson, Arizona) Career Academies exemplify today's student successes that will lead to greater opportunities for students in the future as members of the workforce, the college community, and the greater community at large.

During the summer of 1997, the College, with the support of the Pima and Santa Cruz Counties School To Work Partnership and local business and industry, conducted a series of twenty-one (21) career exploration academies for four-hundred and three (403) Pima and Santa Cruz county high school juniors and seniors. Fifteen separate occupational areas were represented in the academy offerings.

The Summer Career Academies took place on all five Pima Community College campuses, as well as a career exploration offering in Nogales. Each academy was three weeks in length, met Monday through Thursday from 8:00 am to 3:00 pm, and combined a three-credit PCC course (with .5 credit awarded by the students' high school toward graduation). The general format incorporated several hours of instruction per day with a variety of supporting hands-on experiences.

The academies were multi-sensory. All students were assured of a meaningful work site learning experience including field trips, industry guest speakers, demonstrations, job shadowing, and other supporting activities. The academies also permitted students to examine their current educational attainments and goals while becoming familiar with their career options. They allowed the students to experience, first-hand, life on a college campus as a college student.

Each academy was staffed by an instructor and a facilitator. The instructor was responsible for teaching the credit class, while the facilitator managed all supplemental organizational and scheduling responsibilities. Further, the facilitator was charged with the constant supervision of the students, as well as arranging all field trips, career activities, and guest speakers. Facilitators coordinated academy student evaluations and instructed the students in how to prepare a portfolio documenting their experience and learning.

Under the School To Work grant, books and materials, transportation, and other associated costs were provided for every student. Two of the academies were funded by alternative sources: the Tucson Youth Development academy and the Intel Semiconductor Technology academy. In addition, donations by local members of the Arizona Hotel and Motel Association assisted in funding the student success celebration in August.

The success of the Career Academies is reflected in the following highlights:

- Twenty academies were originally planned; twenty-one were conducted.
- The enrollment objective was 400; the final total was 403.
- Students represented a total of 36 high schools, including a number of alternative and charter schools as well as Native American students from the Tohono O'Odham and Pasqua-Yaqui reservations.
- Student success/completion rate was 90.8%
- More than 65 field trips were offered.
- Student comments were positive and thoughtful in expressing the benefits of participating in the program. Students also offered valuable suggestions for future academies.

The academies proved to be very instrumental in linking high school students to the community college system. Students were able to explore potential careers and several options within vocational and technical professions. More importantly, students were better able to assess how post-secondary education can provide them with greater opportunities in both the workforce and in their communities. These Academies serve as a benchmark for other institutions devoted to strengthening the school-to-college linkage.

Training AmericaReads Tutors to Evaluate Primary Readers' Abilities

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Prestonsburg Community College (PCC) serves a five-county rural area in Central Appalachia. This region in Eastern Kentucky—Floyd, Johnson, Magoffin, Martin and Pike Counties—is labeled "economically distressed" by the Appalachian Regional Commission (ARC). Close to 30% of families live below the poverty level Unemployment is nearly 10%. Close to 50% of the population has less than a high school education or GED equivalency. Nearly 75% of the students entering PCC test into one or more developmental classes. There is a high percentage of nontraditional and first-generation (high risk) students entering PCC, and the region has numerous under-served and under-represented populations such as single parents, Job Corps participants, physically challenged students and prisoners.

Education can play the lead role in breaking Eastern Kentucky out of these downward cycles. However, the education must begin at an early age, certainly before college entry, and remediation must be available to those who need additional assistance. Keeping PCC students and the region's public education potential at the elementary level in mind, Dr. Dorothy Carlson and Eileen Lewandowski proposed an AmericaReads Project which included training community service work-study students to tutor primary students in Reading, using simple pre- and post-assessment measures to determine student improvement and success.

Originally, the project grew out of a connection with Learn and Serve America and PCC's nationally recognized Service Learning Program. The proposal included collaboration with personnel from:

- the Kentucky State Department of Education (KSDE) Region 8 Service Office (housed in Prestonsburg);
- school districts serving the five counties in PCC's service area;
- the University of Kentucky Community College System (UKCCS) and PCC Financial Aid Offices; and
- the Pritchard Committee for Educational Excellence.

This coalition offered support for PCC to establish and operate an AmericaReads Project. PCC students eligible to participate in the community service work study program were to be recruited and trained to tutor primary students who are not reading at their current grade level. When word was received that the proposal was not funded, PCC was advised that the UKCCS allocated sufficient funds to allow up to 25 students per semester to participate in the AmericaReads Project. Carlson and Lewandowski consulted with PCC administration, asked for their support and went ahead with the project as part of the service learning program. Careful budgeting has permitted the acquisition of basic supplies such as ring binders, notebooks, scissors, glue, crayons, sentence strips, magnetic letters, dry erase boards, markers, erasers and booklets; these enable tutors to work effectively with students individually or in small groups.

Dr. Dorothy E. Carlson, whose doctorate is in Reading, has provided instruction to the tutors in the administration of simple assessment measures to indicate

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where difficulties in Reading are, along with simple remediation strategies such as letter recognition, phonemic awareness and word identification that already overworked classroom teachers do not have time to administer. This is where tutors come in and "fill in the gaps," assessing the child's awareness of how important reading skills are, producing alphabet picture books, writing stories, making sentence strip story books and overall giving students the extra push they need to improve and succeed. Everyone is delighted with the success of the program!

Tutors who began to work in Fall 1997 brought some elementary students who barely recognized alphabet, numbers and sounds (pre-primer level) to the point where they bragged about having read a whole book. Some of these students who simply needed a little extra attention are now reading much nearer their grade levels. Simple methods permit dramatic improvement at an elementary level.

Additional tutors are just now beginning their training. The AmericaReads Project and the tutors so willing to give of their time and abilities are contributing to improved literacy and, ultimately, economic development in Central Appalachia.

Despite the original proposal not being funded, collaboration has continued. Carol Stumbo, Director of KSDE Region 8 Service Office, all five county school district superintendents, Title I coordinators, principals at local schools where work-study students are placed, the teachers in primary grade units in which tutors are placed and the Pritchard Committee for Academic Excellence have all provided encouragement and materials. This support motivates PCC to continue seeking funds to enlarge the scope of the program. Parental involvement will be encouraged further to assist children in their reading improvement.

Dr. Dorothy E. Carlson, Professor of Education at PCC, has been involved in the Reading Recovery Training Program with classroom teachers from KSDE Region 8 and is now participating in the Pritchard Committee's Parents for the Commonwealth Program this year, partly because of her involvement in the AmericaReads Project. She teaches full-time at PCC in addition to teaching graduate level classes for Morehead State University.

Eileen M. Lewandowski, Associate Professor of Communication and Director of PCC's Service Learning Program, is handling administrative details and supervising student workers who help with the day-to-day needs of AmericaReads and the Service Learning Program. She is also a student in the doctoral program in Communication at the University of Kentucky and is studying the connections between communication and community development.

The Institute for Business & Professional Development

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In August 1995, the Division of Community Education and Services was eliminated having undergone reorganization into *The Institute For Business & Professional Development.* Prior to the establishment of the Institute, the main emphasis of Raritan Valley Community College's community education was offering a variety of professional and continuing education, personal development and/or avocational courses, workshops and seminars. Workforce development and customized training, although a component of the division, were not given the emphasis that avocational, community service and personal development programs received.

With the reorganization, a comprehensive analysis and evaluation of the programs and services was conducted. Upon review of this information and recognizing the changing global economic climate and the need to make the college a training and resource hub for business, industry, and government, educational programs that were avocational or recreational were eliminated.

The Institute retooled and focused administrative and staff resources in the area of professional development, international education and customized training for business, industry, government and education (BIGE). In determining the future of continuing and professional development at RVCC,it was essential that the goal of the Institute focus on qualities or characteristics in the delivery of programs and services that satisfied the following elements:

- were innovative and highly responsive,
- provide access to quality programs at a variety of places,
- blend education with work and professional development throughout one's lifetime,
- serve as an incubator, testing new formats, new marketing strategies and new programs which can be institutionalized,
- build winning partnerships that provide the innovative delivery systems needed by diverse students.

With these elements, the Institute focused its delivery of service to these:

- Workforce customized training and retraining
- Business and economic development that address national and international trends
- Small Business Development Center counseling and mentoring services for small businesses
- International Export Mentoring program
- Small business training and development working with Chambers
- Continuing professional education
- New and emerging technology training for business and educational institutions
- Training and job skill development for municipal and county employees

As in all organizations, there are recognized traits that strengthen or hinder the ability to provide the services or programs that it is charged. Through the internal assessment the following were determined to be the Institute's strengths:

- **Accessible Services** - centrally located and accessible
- **Affordable Costs** - Programs and services are affordably and competitively priced
- **Responsiveness and Flexibility** - Quick turn around time for program development
- **Affiliation with the College** - the College's affiliation strengthens and supports our image

- **Faculty** - college faculty and consultants with professional expertise provide outstanding faculty resource
- **Diversity of programs** - ability to responsively address diversity in program and training needs
- **Administration and Staff** - well-educated, customer-focused administrative staff

Administrative and support staff members were assigned specific duties within the established goals and objectives of the Institute. The Executive Director is responsible for the general management and administration of the Institute as well as for the development of all noncredit courses. The Director of Business Development is responsible for the development and coordination of customized training programs and supervises two Coordinators of Business Development. The Director of the Center for International Business & Education supervises and directs programs and activities that support the International arena. Three staff members provide secretarial support.

The Institute, throughout the college and the community, has been identified and recognized as the point of contact for the business, industry, government and education for customized training, professional development and noncredit classes. The impact has been on the formation of new businesses, expansion of existing businesses, improvement in management practices, increased productivity, technological innovation and international trade. Ways in which we accomplished this include:

- Promotion and development of programs initiated through NJ Department of Labor, Office of Customized Training
- Development of an off-site Resource Learning Center for job skill assessment, credit and noncredit programs and customized training programs
- Promote training by utilizing interactive video, teleconferences, and multimedia classrooms
- Conduct telemarketing campaign to enhance our visibility and promote contract training
- Establishment and affiliation to a Small Business Development Center as a resource and referral service
- Development of linkages with area chambers, economic development, and industrial groups to position the College as a recognized provider of business training
- Promote international trade development to small-and medium-sized businesses to enhance Somerset and Hunterdon counties' competitiveness through the Center for International Business & Education
- Initiate and strengthen existing relationships with municipal and county governments to develop training and job skill development programs for employees
- Provide in-service training for educators to incorporate multimedia technology in their classrooms
- Develop noncredit classes that focus on professional and continuing education related programs designed to assist employees in workforce preparation and job retention

Indicators of success: since the inception of the Institute, the following was accomplished:

- overall gross income increased by 17% in the first year of operation
- workforce development grant programs increased by 92%
- enrollment for Fall 1997 noncredit classes increased by 9% over Fall 1996
- awarded the largest workforce development training contract in the history of the statewide program
- the Center for International Business & Education received the United States Presidents "E" Award for its international business and education programs

Continuing and professional education, workforce and economic development efforts, are vital ingredients to Raritan Valley Community College success as a "full service community college." Success is achieved through experimentation and broad community collaboration involving constituencies both internal and external to the institution. At RVCC, the Institute for Business & Professional Development, is a significant contributor to this success.

A Model For Integrating Service Learning Into The Curriculum

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The organization of service learning in higher education takes different forms. Usually the program is housed in one branch or another of student activities or community relations or cooperative education. At Raritan Valley Community College, the design of the program has been, instead, a team approach, with the team consisting of an academic dean, two faculty, and an office coordinator. The team approach conforms in large measure with the model recommended in the American Association of Community Colleges' publication of *Community Colleges and Service Learning*

The combination of academic dean, faculty and office coordinator provides support for the program at the administrative level, personal contact among faculty about service learning throughout the curriculum, and a staffed service learning office. At the start of the program in 1993, the College fell into this team approach as much by luck (the few who were interested signed on) as by design. But its effectiveness as a management approach to service learning has prompted the College to keep the same team structure even though the participants have changed.

We believe that this model deserves wide exposure. It integrates administration and faculty in the management of the program. While some college presidents complain that lack of faculty participation is an impediment, our model encourages, in grass-roots style, widespread faculty interest and initiative. Because of faculty involvement in the program, faculty have shown great creativity in developing service learning components in their courses. In addition to the courses that offer service learning as an option, each semester over a dozen courses, spread across the curriculum, require service learning. These courses address community issues such as HIV/AIDS, substance abuse, homelessness, hunger, domestic violence, and literacy. A brief description of three such courses follows.

The course in Community Psychology focuses on understanding and helping individuals within the context of their natural settings and the social systems which affect their lives. The required service learning component consists of three hours per week at a variety of mental health facilities: community mental health centers, transitional housing programs, group homes and independent living situations. The students work with people in a non-evaluative, therapeutic relationship, based on the research-supported idea that non-evaluative, empathetic, helping relationships are therapeutic in and of themselves.

As part of the Legal Assistant program, the course in Alternative Dispute Resolution educates students about complementary forms of dispute resolution such as mediation, negotiation and arbitration. The service experience in Municipal Court mediation allows the students a unique opportunity to apply theories, concepts and skills learned in the classroom to practical experiences in serving others in the community. This program has won praise from the American Bar Association.

The HIV/AIDS course was developed as part of the Bridges to Healthy Communities program, sponsored jointly by the AACC and the Center for Disease Control. (Raritan Valley Community College was one of ten community colleges chosen nationwide to develop a model program.) The course provides American Red Cross Instructor certification in HIV/AIDS education. In the service learning component, students participate as peer educators, both for RVCC students and for students in the community.

Indications of success on campus: There are three indications of the success of the Service Learning Program at Raritan Valley Community College: the increase in student participation, the increase in the number of faculty providing service learning experiences, and the growing demand for service learning students in the community.

The program began in the Spring of 1993 with a handful of students and faculty members and a dozen community organizations. In the Fall of 1997 there were over 400 students (8% of the student body), in 40 courses, participating in the program. Thirty-nine faculty members (40% of the full-time faculty) offered service learning either as an option or as a requirement in their classes. These students were placed in 130 non-profit organizations and governmental agencies.

Each semester additional faculty members incorporate service learning into their courses. Their main reason for doing so is that they have heard from colleagues and students that service learning provides a valuable addition to a class. Annually the College community is invited to a workshop where faculty, students and agency coordinators talk about their experiences with service learning. This event serves to inform students and faculty about the opportunities and challenges involved with service learning.

At the same time, students who have had a service learning experience in one class, or who have friends who have had the experience, request that faculty include service learning in additional courses or approach the service learning coordinator looking for classes and professors which incorporate service learning.

Based on past experience and word-of-mouth advertising, nonprofit organizations and governmental agencies in the area are now approaching the service learning office looking for service learning students to work with them. The number of agencies grows annually and the types of experiences they can offer our students .continue to row.

Adoptability/adaptability on other campuses: Many aspects of the service learning program at Raritan Valley can be adopted/adapted at other educational institutions, whether they be secondary or post-secondary. Raritan Valley Community College is a medium-sized comprehensive community college located on a single campus, operating with limited resources. The agencies and challenges with which we work are present in one form or another in all communities. Each community college must look to its community and its campus to see what services they can offer and what services are needed.

We have also begun working with one of the local K- 12 school districts which is interested in instituting a service learning program in their system. We are finding that much of what we do can be adapted to the resources of the school district.

Red Rocks Construction Technology (CT) Program

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Red Rocks Community College (RRCC) nominates its Construction Technology (CT) Program, currently in its twenty-eighth year of operation, for consideration as an NCIA Exemplary Initiative in Partnerships and Linkages. RRCC plays a unique and vital role in training and upgrading skills of workers in an industry that accounts for approximately 14 percent of the country's gross national product, one of the largest segments of the United States economy. Between now and the year 2005, the construction industry will hire more than one million new workers nationwide; currently, over five million individuals work in the building trades, representing more than a third of the nation's skilled labor force.

RRCC's CT Program offers the most comprehensive training for the building industry in Colorado, with 19 degrees and 27 certificates. The 60 credit hour, Associate of Applied Science (AAS) degree allows students flexibility to select numerous areas of emphasis, such as carpentry, electricity, and plumbing, where average earnings equal $26,894, $36,900, and $48,110 respectively. Other diverse professions for which students are trained include: pipefitters, roofers, steel workers, water/waste water treatment plant operators, cable and line installers, glaciers, air conditioning and refrigeration mechanics and bricklayers. Since 1992-93, CT dramatically increased in demands for programs and services.

Three quality indicators of CT include: 1) innovation and creativity; 2) indicators of success; and 3) adoption/adaptation by other community colleges:

Innovation/Creativity: CT is built upon industry partnerships and direction from advisory boards, involved in these ways: providing input in curricula; validating educational objectives; identifying updates/changes in standards or legislation; updating skill standards, certification and licensure procedures; offering professional development for instructors; targeting programs to meet industry needs; generating support through public awareness campaigns and community-building activities; evaluating programs, competencies, and alternative methodologies; and providing work-based learning. Other innovative features of the CT program include:

- ***Creative Responses to Dramatic Growth:*** Two ways CT responded to rapid growth: 1) converted under-utilized space on the main campus for the department through the use of CT students applying newly-acquired skills; and 2) generated $877,666 from industry through grants and equipment donations, to provide additional equipment and supplies; partners also provided loaned professionals to teach classes at no cost to RRCC;
- ***Standards-Based Curricula:*** A computer management system tracks student competencies;
- ***School-to-Work (STW)Principles:*** CT integrates four STW cornerstones: industry-driven partnerships; work-based learning; transferable program competencies; and professional development;
- ***Work-Based Learning:*** Almost 60 percent of CT students are employed by local industries at the time of enrollment; even so, CT involves students in professional organizations, internships, apprenticeships, career fairs, and other work-based learning; the department serves as a "clearing house" for employment;
- ***Flexible Offerings:*** Flexible courses include: off-campus courses held throughout the state; variable credit classes; weekend courses; distance education programs on the college's two-way audio and video system; and self-paced, computer classes; and apprenticeship training; and
- ***Boy Scouts Charter:*** CT and the Construction Industry Training Council of Colorado (CITC) established a Boy Scout Engineering/Construction Explorer Post, providing students a chance to explore career opportunities.

Indicators of Success: Six indicators of success are:

- ***Program Growth/Increased Diversity:*** Enrollment escalated two and one half times, from fall 1992 to 1997, (373 to 883 students); currently, approximately one-fifth of the students are minorities and one-tenth are women;
- ***College Commitment:*** Between 1992 and 1998, general funds increased 87.4 percent, from $273,481 to $543,153;
- ***Persistence:*** CT provides students with an AAS degree. This degree prepares a student to directly enter a career, and is not designed for transfer; however, there are opportunities for students to pursue further study. Even though students in the building trades frequently enroll at Red Rocks for entry level or upgraded skills, with no intention of graduating, CT graduates increased 744 percent from 1992 to 1997 from 9 to 76 graduates;
- ***Student Quality:*** CT students are selected for numerous honors and awards such as Steve Thompson, Student of the Year, RRCC (1995); graduates not only distinguish themselves in business and industry as leaders, business owners and managers, but some return to campus as outstanding faculty members, i.e. Larry Broggerman, business owner; Steve Vigil, entrepreneur and construction manager, Outstanding Red Rocks Alum (1990); and John Brecce master plumber and full-time Red Rocks instructor;
- ***Faculty Quality:*** RRCC faculty participate in 32 different professional organizations; CT instructors are also honored professionally by RRCC and other organizations, such as: John Breece, NISOD Teaching Excellence (1995); Craig Hilton, Faculty ot the Year (1996) and Teaching Award, RRCC (1994); and John Sperling, Faculty of the Year, RRCC (1998); and

- ***National Recognition:*** RRCC's CT Program was recognized nationally in two ways by a national nonprofit organization and federal government:

1. In 1993, Red Rocks consolidated its building trades programs into one career cluster, and expanded its academic collaboration with CITC, the nonprofit association promoting training in the construction trades, mentioned above. RRCC was Colorado's first academic institution to cluster these types of programs; thus far, 32 classes have been offered by the partnership. Earlier this year, the RRCC/CITC partnership was recognized as a national model by the National Center for Construction Research and Education and Prentice-Hall publishers. RRCC was cited for its enhanced utilization of resources, as well as increased student exposure to all trades.
2. In 1992, Red Rocks was designated as the first of four national Occupational Safety and Health Administration (OSHA) training sites in the United States. The first four OSHA training centers were located at Red Rocks, Georgia Tech, University of California at San Diego and Maplewoods Community College. This opportunity occurred, in part, as a result of the strength of the construction program. This OSHATraining Institute, in conjunction with the Construction Technology Program, offers programs in safety to a nationwide clientele and has been recognized for excellence in construction-related safety programs.

Adoption/Adaptation: All components of CT can be replicated by other community colleges throughout the United States.

Correctional Officer Prep Program (CO-PREP)

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The Illinois Department of Corrections is actively recruiting to fill correctional officer positions as new prisons are opened throughout the state. Applicants for these positions must successfully complete a rigorous day of screening. Recent screenings have yielded diminishing returns as fewer applicants pass the screenings at time when there are more correctional officer positions to be filled. Through a partnership with the Illinois Department of Corrections, Rend Lake College has developed a program designed to increase the number of applicants passing the screening.

The screening is essentially a four part series of tests that address many of the skills a successful entry level correctional officer must possess. A Test of Adult Basic Education (TABE) is given to assess an applicant's vocabulary and reading comprehension skills. Applicants must demonstrate tenth grade competencies in both skill sets. Next, applicants watch a videotape simulating prisoner interactions that lead to institutional violations. Applicants are then instructed to write an Inmate Disciplinary Report (IDR) detailing the incident and substantiating charges. Next, the applicant must successfully complete a five-part physical agility test. The applicant must then complete a personal interview with correctional officers.

When Rend Lake College personnel reviewed the screening, it was observed that many applicants seemed to fail for lack of testing skills as opposed to lack of actual skills. In order to assist area residents in developing better testing skills that would enhance their chances of passing the screening, RLC staff developed the Correctional Officer Screening Preparation Program (CO-PREP).

In partnership with IDOC Central Screening Office personnel, college staff from the Skills Center, Health and Physical Education Department, and the Job Placement Department collaboratively developed a series of training sessions designed to identify and address test weakness.

The Skills Center developed a curriculum within its Adult Basic Education program designed to evaluate and, if necessary, remediate deficiencies in vocabulary and reading comprehension. IDOC personnel provided videotapes simulating inmate offenses, scoring criteria, and sample forms so that students could practice the visual recall and writing skills needed to successfully complete the IDR. Interestingly, the instructor also uses tapes of "America's Most Wanted" and other crime shows to further develop student report-writing skills. Skills Center staff have particpated in "live-action" scenarios to provide a sense of reality and urgency to incidences and to enhance students' perception and recall skills.

The Health and Physical Education Department has developed a program within the college's Fitness Center designed to enhance a student's skills in the areas tested in the physical agility test. The physical agility test includes a timed obstacle course, pushups, hand strength, step test, and weight carry. Again, the college has assembled the equipment necessary to simulate the actual physical agility tests. Many students entering the program find that successful test performance was not so much determined by actual physical fitness as to having the opportunity to practice in advance.

Rend Lake College now offers CO-PREP program at minimal cost to all Illinois residents. All tuition is waived. A $20.00 lab fee for the Fitness Center is retained. It has been the experience of CO-PREP designers that some type of charge is necessary to ensure that the students are serious about attendance and participation.

The first group of CO-PREP students went through IDOC testing in January 1998. Twenty four of thirty six, or 75% of the testing CO-PREP completers are known to have passed the test. This figure is well above the statewide rate of 39%. Several who passed this time had taken and failed the screening previously. One student who had exceeded the 26-second obstacle course requirement by 10 seconds passed easily. He later told college staff that he could not have passed without the CO-PREP program.

CO-PREP is now in its second semester and has served a total of 86 Illinois residents. Illinois Department of Corrections is now working with northern Illinois community colleges to develop similar partnerships based on the Rend Lake College model.

Early Experiential Learning for Education Majors

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Rend Lake College, in partnership with area public schools, is in the fifth year of placing education majors into classrooms in paid, credit-generating employment that has created win-win-win results for all participants.

Prior to inception and implementation of this program, education majors in community colleges were limited to short-term volunteer and/or observation experiences of minimal benefit to the student, and little or no benefit to the host school or its students. This program has created a new model of early experiential learning for community college education majors that provides meaningful opportunities to realistically test their career decisions, establish experience-based foundations for their upper division training, and make positive contributions to hundreds of grade school students throughout the Rend Lake College district.

At this writing, fifty Rend Lake College education majors are working in area schools providing a host of student-focused services. They work up to twenty hours per week for two semesters, leaving the program with as many as 640 hours of practical work experience. They are paid $6.00 per hour by the partnering schools, with $3.00 per hour reimbursed to the schools by Rend Lake College with the help of an Illinois Cooperative Work-Study Grant funded by the Illinois Board of Higher Education. The education majors also receive cooperative education credit in recognition of their experiential learning.

In the first year of the project, one education major was placed with a local school district. She earned $5.00 per hour and received excellent evaluations from the school. As word of this small step spread, it became obvious that education majors were a forgotten group in experiential education and that there existed strong student demand for additional opportunities. With additional job development and inquiries from school districts, the program has expanded to accommodate nearly every education major on the Rend Lake College campus. Demand now sometimes exceeds supply.

Fifty RLC students now work in nineteen public grade schools and one high school. Collectively, these students will earn a total of $156,000 during the course of the year. They are working directly in the classrooms, side by side with the teachers and their students. Learning objectives established at the beginning of each semester lend focus to the experiences and ensure truly meaningful, professional experiences that will permit more critical thinking during their upper division coursework.

Surveys show high levels of satisfaction with the program. During the 1996-97 academic year, 73 education majors worked a total of 26,375 hours while earning nearly $160,000. Of the students surveyed, 100% said they gained practical, hands-on work experience. Seventy nine percent said the paid component of the work helped reduce their reliance on student loans and other forms of financial assistance.

Perhaps the most telling testimonies to the success of this initiative are the comments of the students:

"The cooperative education program was an excellent experience. My teacher's aide work has confirmed my decision to become a teacher! It was wonderful!"

"This program has helped me out in so many ways. It helped me decide to stay with the Elementary Education major when before I wasn't too sure about it. It has also helped me get used to actually teaching a class. I also feel it will help me in my future education classes at SIU/C because I have been given a chance to write lessons and teach them."

"This was the best job I ever had so far."

"This program was really great. You learn so many things about the field you have chosen. Also, the experience gained cannot be found in a classroom."

"Co-op has been very enjoyable and helpful for me. It gave me experience and confirmed my decision to pursue an education degree."

There was question during the conceptual stages of the project as to whether community college education majors could perform adequately. It is worth noting that 100% of the employers indicated that their students performed their job satisfactorily. Rend Lake College is proud of the partnerships created by this program, and residual benefits that have accrued to all of the partners.

Community Partnership: Student Outreach

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Contact Person: Dr. Linda E. Brown

San Jacinto College is a publicly supported Texas community college seeking to provide an excellent teaching/learning environment in meeting the educational needs of citizens in the east Harris County service area. In its mission to serve as both a community resource and model for personal growth in academic education areas, the Sociology students and Communities In Schools forged a partnership during the Fall 1997 semester.

Communities in Schools (formerly known as Cities In Schools) is a non-profit stay-in-school network serving nearly 300 communities in 28 states. Its goal is to assist in providing at-risk students with a positive learning environment giving them the ability and desire to stay in school. To accomplish this goal, Communities In Schools, in conjunction with area schools, sets up programs that include supportive guidance. health and human services, pre-employment skills, parental involvement, and educational enhancement and enrichment.

The Greek dramatist and philosopher, Euripides, espoused the principle of strengthening formal education with a humanities component, a learning activity which embraces life experiences and focuses on contact with our fellow man. With a commitment to this general belief in the positive relational value of school and society, Dr. Linda E. Brown, Sociology Instructor, began to inquire about the mission and reputation of area benevolent organizations. She wanted her students to learn in a dual environment: in the classroom as well as in the community. Realizing that education becomes more than rote learning when students have an opportunity to live what they read about and discuss in class, she sought a meaningful site-based experience which would be instrumental in expanding the knowledge of her students while, at the same time, providing them with a potentially exciting hands-on dimension to the discipline. During the Summer of 1997, Dr. Brown met with a representative of Communities In Schools (CIS). The initial discussion centered on having a CIS representative speak to one of the campus clubs and the potential of recruiting students for volunteer activities. That fall, Dr. Brown taught five Introduction to Sociology classes with a total of 150 students. She presented the classes with the idea of volunteering with Communities In Schools, shared brochures and contact numbers of area volunteer coordinators with CIS. Ten percent of the students volunteered and went through a training program. The student-volunteers were expected to make a commitment of ten weeks during the semester and were assigned to area schools according to age preference and interest. Volunteer opportunities included Tutoring, Breakfast or Lunch Buddy, Group Volunteer, Career Mentor, and Activity Volunteer. All the students completed the volunteer assignment. One student-volunteer was offered a position with CIS, and several students chose to continue with their volunteer activities.

In the Spring semester, twenty-one percent of Dr. Brown's Sociology students volunteered for CIS activities. The Volunteer Coordinator for CIS, Khymberly L. Davis, in a recent letter to Dr. Brown, has indicated that San Jacinto College South students comprised over seventy-five percent of the volunteer pool serving area schools. She stated, "in addition to the many hours contributed, the meaningful interactions and unintended mentoring and role modeling that occurred was a priceless investment." She continues, "I look forward to us talking about plans to expand the volunteer program for the Academic Year 1998-99."

For the 1998-99 academic year, Dr. Brown plans to expand the potential volunteer pool to all Sociology and Psychology students. This Exemplary Initiative in Partnerships and Linkages with area schools will continue to have a positive impact on one vital component of society, today's youth.

K.I.D.S.: A Partnership Between San Juan College And Farmington Municipal School

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According to the *Needs Assessment of San Juan County,* a study commissioned by San Juan United Way in 1996, alcohol, tobacco, and other substance abuse was listed as its highest priority issue needing to be addressed. This issue continues to be given highest priority in our community for a variety of reasons. Social indicator data reveal that alcohol-related traffic deaths are extremely high in San Juan County relative to the state and the nation. In fact, with the exception of Bernalillo County, San Juan County leads the state in traffic fatalities and DWI convictions.

Intervention programs have not entirely been successful. Education is the key in developing any prevention program. It must be primary, literally. Therefore, we need to address these issues at the elementary school level where children and their parents are equally involved in combating this life-threatening situation. But in order to accomplish this goal, all members of the community must be represented and involved (i.e. San Juan College, Farmington Municipal School children, their parents, and key stakeholders from various businesses and organizations). It was from this mind-set that the K.I.D.S. program developed.

K.I.D.S., an acronym for *Kourse in Drug Sensitivity*, is a week-long event consisting of activities centered around contemporary issues facing our young people today—substance abuse, violence, gangs, and self-esteem. The truth of the matter is that we need to address these issues at a kindergarten through third grade level (K-3) because our children are being confronted by societal and peer pressure at a much earlier age.

Every year K.I.D.S. Week begins with the raising of the DWI Fatality Wall. Throughout the week, children participate in a curriculum specifically designed around language arts, mathematics, spelling, reading, science, art, and physical education. All activities during this week have either an anti-drug or anti-violence theme. The hope is to instill self-esteem and/or values in the children and empower them to confront societal and peer pressures.

The main goal of K.I.D.S. is to reduce risk factors and increase protective factors in at-risk youth and their families for the prevention of alcohol, tobacco, and other drug use in San Juan County. The desired outcomes are increased resiliency and a non-use attitude in high risk youth. For the family the desired outcome is increased awareness of protective factors and improved parenting skills. The desired outcomes for the school and community are increased communication with family and increased alternative activities.

The primary target populations are grades K-3, who are identified as high risk and whose behavior, conditions, or circumstances include: abuse, neglect, economically disadvantaged, family substance abuse, disruptive school behavior, and learning disabled children. The literature reveals that children who fall into any one of these categories are at risk of becoming users of illegal substances. In addition to the children, parents participate in the activities and engage in the learning process with their children. The hope is that the lessons learned will transcend from the classroom and follow the students and their families home. In order to accomplish these objectives, San Juan College has worked in collaboration with Farmington Elementary School.

Within the Human Services Education Program, San Juan College offers an Associate of Applied Science Degree in Substance Abuse Studies. Many of our students in this degree program utilize their practicum semester to work on the continued development of K.I.D.S. Week. The benefit of this partnership is that our Human Services students at San Juan College are able to pursue their academic goals while educating themselves, their college peers, children at local elementary schools and their parents, and the community as a whole on the dangers of substance abuse and DWI.

The mission of San Juan College is to improve the quality of life of the citizens it serves by meeting the educational and human needs of the entire community in concert with community agencies, businesses, industries, and other groups. It is for this reason that the College supported K.I.D.S. Week and encouraged the Human Services Education faculty to develop and initiate this worth-while community project. In addition to their teaching responsibilities, Human Services Education faculty are given release time to pursue civic projects. By giving faculty release time, San Juan College affords them an opportunity to pursue both their professional and personal interests.

Our Human Services students have continued to excel even after graduation by finding employment within substance abuse agencies, often opting to work with children; parent participation has ensured that families' awareness of protective factors surrounding gangs, substance abuse, and DWI are increased; and most important, students at both the College and grade school level have developed a non-use attitude. Campus policy now reflects the work we have done in this program. By addressing substance abuse issues and developing resiliency factors, we are helping to reduce our drinking and driving problems in San Juan County.

Chatham Child Care Collaborative

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Contact Person: Cheryl Cale, Brenda Weitman or Sally Klem

The issue of quality child care is a national concern which has received a tremendous amount of attention in recent media reports. Savannah Technical Institute's Child Development and Related Care Department leads the way in improving area child care, not only through its academic programs but through a collaborative with area agencies whose purpose is to provide quality continuing education to practitioners in the field.

The Savannah Technical Institute (STI) Child Development and Related Care Department, the University of Georgia Extension Service and the Georgia Department of Human Resources Parent and Child Developmental Services office came together to create the Chatham Child Care Collaborative in January, 1994. The Collaborative offers quality workshops/education to area child care workers and directors at an affordable price. It offers thirty-five to forty training workshops per year during the months of September through May, with an average attendance of thirty participants per workshop. These workshops help the participants to earn the ten hours of training per year mandated by the Department of Human Resources, the day care licensing agency. Many of the workshops are held on the STI campus. Savannah Tech faculty members serve as instructors for several of the workshops.

The Collaborative has also sponsored an Early Childhood Institute the first Saturday of October for the past three years. Over 350 area child care workers and directors have attended each year. This all day (8:00 a.m. to 4:00 p.m.) workshop offers an average of forty training sessions from which participants may choose. Savannah Tech faculty not only help coordinate this event but teach several of the sessions as well Educational vendors participate and set up product demonstration tables. Approximately twenty STI Child Development students serve as hostesses, allowing them to make job contacts, interact with professionals in the field and gain knowledge from attending the training sessions. The Collaborative serves the entire community by offering training to many child care workers and directors who have no other early childhood training. It has had a major impact on the quality of child care available in the Savannah area.

Surgical Technology and Memorial Medical Center: Cutting Edge Partners

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One issue faced by technical institutes across the country is the ability to provide up to date equipment and facilities in an era of limited funding and resources. Like other institutes, Savannah Technical Institute has examined many options for addressing the need to provide employment-ready graduates when technology is literally changing on a daily basis. In particular, the Surgical Technology program at Savannah Tech faced the challenge of tremendous potential cost to continually upgrade facilities, equipment and supplies. Fortunately, Savannah Technical Institute's Surgical Technology Program enjoys a close partnership with a teaching hospital, Memorial Medical Center. An agreement to allow students to complete their practicum (clinical) coursework at Memorial Medical Center has been in place since the inception of the program three years ago. This agreement allows students to work under the direction of the Savannah Tech instructors and/or hospital preceptors during actual surgical procedures. A concern, however, was the quality of instruction students could be provided in preparation for practicum courses with current facilities and equipment. After meeting with hospital representatives, an innovative extension of that agreement was developed which has resulted in a more effective program for both partners. For a very nominal fee, Savannah Tech has the use of the hospital's surgical teaching classroom' "cutting edge" equipment and instruments for pre-clinical courses. The hospital also supplies gowns, masks and gloves for students and instructors. Essentially, all non-theory classes now take place in the hospital setting. The result is a win-win situation for everyone:

- Students are better prepared for practicum experiences.
- Instructors maintain and improve skills, keeping current with their profession.
- MMC and other area hospitals have a better-trained cadre of applicants for surgical tech positions.

Savannah Tech and Memorial Medical Center look forward to a lasting, productive relationship which will help prepare future employees to meet the challenges of the 21st century.

Transformations Training Program

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Narrative: Sinclair Community College is the site for the new, improved Transformations Training Program. In this discussion, a brief program overview will be given. Then, innovation and creativity, adoptability, success indicators, and partnerships and linkages will be highlighted.

Program Overview: Transformations Training is specifically designed for dislocated workers in the community, focuses on rebuilding basic workplace literacy, and offers participants their choice of technical specialty. The specialty areas include Computer Applications or Industrial Applications. The program was initiated by Sinclair Community College's former president David Ponitz, in response to state and local labor market data showing an increase in the need for retraining workers in these areas. The training model was adopted initially from Lorain Community College. The program timeframe is 15 weeks, 4 hours per day. Participants are selected based on State eligibility requirements, and are fully-funded through program completion.

Innovation and Creativity: Transformations Training, operating here since early 1993, has been a model for Sinclair Community College's efforts in alternative delivery systems. Regarding innovation and creativity, the Transformation Training curriculum is the only one of its kind in the local area. Previous efforts in Transformations Training showed great success. The new curriculum design, offering participants more than one option or pathway to success, is a result of careful strategic thinking, guidance from education and industry experts, and innovation for quality programming. Creative methods for curriculum design, course project integration, room allocation, text integration and purchasing, and staffing have been implemented.

The original Transformations model, adopted from Lorain County Community College, offered participants a general workplace foundation with a specialty component in Industrial Applications. The initial program dedicated 500 hours for giving the participants broad skills in a variety of areas. One hundred twenty hours were reserved for the technical specialty. After careful client research, we determined that job placement became more difficult with a generalized curriculum, and that overall client satisfaction could be improved with more specialty-related training courses.

Innovative/creative improvements were made in Transformations Training as follows:

- Participants are given a choice of Industrial Applications or Computer Applications. Skills in both areas are demanded by employers in our community.
- Specialty-related courses were increased to offer higher employability potential and increased client satisfaction.
- Corporate training seminar formats are utilized, rather than the traditional college classroom format.
- Course texts are integrated with modular-style training strategies for optimum variety.
- Course projects are integrated within each track to ensure direct relevance and connection between courses.
- Experiential-based team projects are facilitated in each course.
- Logistics and scheduling are optimized for the client's typical life situation (kids, working part-time at night, unemployment running out, etc.)
- Grading standards increased to provide more structure.
- SCC credits are offered through respective departments.

Adoptability by Other Colleges: Through the course of Transformations Training at Sinclair, Transformations staff members have acted as consultants for other colleges interested in developing Transformations programs at their locations.

Specifically, Vincennes University in Indiana and the University of Chicago. Currently, implementation is in progress at those institutions.

Furthermore, Sinclair adopted the Transformations model from Lorain County Community College in 1993 without hesitation. After holding an initial advisory board meeting, composed of educators, workforce development officials, corporate leaders, and college administrators, a skeletal staff was hired and the participant recruiting process began. The model is easy to apply regardless of institutional needs or community workforce requirements. Funding can be acquired through state and local venues relating to unemployment and Title III allocations for dislocated workers; thus, each college, university, or institution can submit a proposal to be a provider of Transformations Training.

Indicators of Success on Campus: After seven programs, Transformations has achieved a 77% completion rate, 72% placement rate @ $10.02/hr average salary. These figures are based on those participants who enrolled in Transformations Training. The last session of Transformations achieved 81% completion, and 81% placement @ $13.30/hr average salary. These figures are indicators of program success on campus, as well as participant success. Another highlight is that over 275 SCC credits have been earned by participants after taking Transformations Training. This shows increases in FTEs, retention, and access to the SCC campus.

The improved training model, program flexibility, modular-style approach, and integration of courses, partners, and participants has developed momentum across campus as a cutting-edge example of alternative delivery systems, even to the point of being called by some futurists "the new way of teaching and learning." Transformations Training has also received praise from members of the Ohio Board of Regents and OITP.

Partnerships and Linkages: Without partners and linkages, Transformations Training would not be possible. There are two types of partnerships; internal and external. Both are highlighted below:

Internal partnerships with departments or organizations on campus:

- Admissions
- Adult Re-entry
- Advertising/Publications
- Audio/Visual Department
- Bookstore
- Career, Planning and Placement Computer Labs
- Corporate and Community Services
- Credit Assessment/Articulation
- Departmental Chairs/Faculty
- Facilitators
- Grants Development
- Information Systems and Services
- Learning Resource Center
- Maintenance
- Media Services
- National Science Foundation (NSF)
- Payroll
- President
- Public Information
- Registration

- Room Scheduling
- Student Childcare Services
- Vice President for Instruction
- Vice President of Student Services

External partnerships with off-campus organizations include:

- Amos Suburban Newspapers
- Center for Occupational Research and Development (CORD)
- Dayton Daily News
- Dayton Metro Housing Authority (DMHA)
- Dayton Tooling and Machining Association (DTMA)
- Dayton Voice
- Department of Human Services
- Greater Dayton Job Training Partnership (GDJTPA)
- Hiring Corporations
- Internet Career Search Engines
- Lexis-Nexis
- Local Unions
- Ohio Bureau of Employment Services (OBES)
- Ohio Industrial Training Partnership (OITP)
- Ohio Job Center
- Other Colleges
- Outplacement Agencies Radio Stations
- Reynolds and Reynolds
- Simms Educational Materials
- Southwestern Publishing
- Springfield Newspapers
- TV Stations

Dotson Training Partnership

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The Dotson Foundry Company in Mankato, Minnesota signed a 3-year written agreement with South Central Technical College to become their sole training provider for 3 years. South Central completed a needs assessment on all 98 employees at Dodson. Individual 20 minute interviews were used to establish the training needs. The college then provided Dotson with a prioritized training report. The interviews were used to measure the internal climate and communication effectiveness for Dotson.

The recommended training proposal that Dotson approved includes:

- Frontline Leadership Supervisory Training for 22 staff members
- Worker effectiveness training for all line workers.

Dotson has also agreed recently to a 5-year Zenger-Miller Leadership training contract.

The Dotson Company now believes that continuous learning is fundamental to their members becoming better employees. Dotson is now working on Individual

Growth Plans for all of its employees. There has been a change in reimbursement of tuition at Dotson that now covers 50% for any educational expense and 100% of work-related training.

This unique partnership provides customized training to benefit the Dotson Company and their employees with South Central Technical College as the sole provider.

Valley Scholars Program

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South Texas Community College serves Hidalgo and Starr Counties, which are often cited as having the nation's highest unemployment, lowest median income, highest poverty rates, lowest levels of educational attainment, and highest school drop out rate. For example, census data indicates that 42% of the entire population of Hidalgo County and 60% of Starr County live below the federal poverty level. The unemployment rate is 18% for Hidalgo and 22% for Starr County. People age 25 or over with less than a ninth grade education comprise 56% of Starr's population and 41% of Hidalgo's. Fifty-three percent of Hidalgo residents and 77% of Starr residents are migrant farm workers.

As a result of our demographics, even academically gifted high school students often do not go to college. For many students, financial pressures and a lack of experience with higher education causes even gifted students to exit from high school and take minimum wage jobs to help their families. Research shows that traditional indicators for success in college do not predict persistence in college for our population.

A program called Valley Scholars was initiated at the College to provide the financial support, encouragement, mentoring, and campus based work that could help bright students from humble families, most of whom speak English as a second language, to be successful in college.

The Valley Scholars Program was created in the spring of 1998. The program accepted 60 students, all of whom had distinguished themselves by being in the top 5% of their graduating class and whose financial situation might prevent them from attending college.

The program is sponsored by community leaders, who agree to be the benefactors for a Valley Scholar by contributing $2,000, which funds up to 72 college credits at South Texas Community College or two full years of study. (The College's Board of Trustees agreed to waive fees). Valley Scholars receive special mentoring from their sponsors and from South Texas Community College faculty and staff. Valley Scholars are also allowed to register early, participate in a special honors curriculum, and compete for special student employment opportunities on campus. To continue receiving the scholarship, Valley Scholars must be continuously enrolled full-time for the fall and spring semesters, participate in the College's honors program, achieve at least a 3.0 GPA each semester, and agree to participate in scholastic and leadership activities designated for Valley Scholars. Of the 60 students enrolled in the fall semester all but three returned in the spring semester. The results exceed all expectations, especially since the majority of these students hold one or two part-time jobs, or a full-time job and contribute to the family income, and in some cases completely support an entire family.

Participants in the Valley Scholars program are typically first generation college students from homes of low incomes and from families that are larger in size than those of typical college students. Extra support, such as mentoring, advising, and coaching, are needed to help them adjust and then thrive in college. An honor's program of the highest quality has been designed to challenge these scholars and prepare them for later transfer to a four-year college or placement into a career. Special attention is given to Valley Scholars to help them secure scholarships to continue at four-year universities or find good jobs after graduation from South Texas Community College, depending on their career goals.

Sponsors are encouraged to serve as mentors for their recipients. The mentoring process is a significant part of the program, because mentors help nourish their students in different ways. Sponsors are role models for their students. Sponsors of these students include both the current and former mayor of McAllen, CEO's of businesses and hospitals, as well as prominent physicians, attorneys, bankers and educators. Sponsors receive periodic updates and an invitation to a function each semester to allow them to learn more about their student's studies at the college. A formal banquet is held annually where sponsors, their students, and the students' families are recognized.

Through these outstanding students, the sponsors/mentors have become personally involved in the College, and the list of sponsors reads like the area's Who's Who. McAllen's Mayor pledged this week to personally head up an effort to secure 60 new sponsors/mentors for Fall 98 and current participants have indicated they will each help enlist one or two new sponsors. The sponsors take pride and interest in their students, and the students and their families are proud and somewhat awed by the special relationship they have with a bank CEO, a prominent doctor or lawyer, the President or Vice-President of the College, Board members, mayor, etc.

The Valley Scholars have created a campus cohort group of achievers who study together, take leadership roles, delight their instructors, and are setting higher goals for themselves and all of us that are involved with them.

We Have a Dream: Our Families to College

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The Greenfield School District in Highland County, Ohio, is one of the poorest districts in the state with all of the typical accompanying demographics, a very low level of educational attainment, high unemployment rates and a college attendance rate considerably below the state average. Within the Greenfield District is the Buckskin School which was opened in 1909. While initially operated as a high school it currently serves as an elementary school for grades K through 5. Unfortunately the Buckskin School epitomizes the demographics outlined above. Over 70% of the children attending the school are from families that are currently living below the poverty level.

In an effort to combat the usual effects of poverty the Buckskin principal and the president of the Parent Teacher Organization contacted Southern State Community College to seek the college's help in creating some unique opportunities to involve the college with the school and thereby make college attendance a viable possibility for Buckskin students and their parents. A small grant request, entitled, "We Have a Dream: Our Children To College," was prepared for submission to the Ohio Appalachian Center for Higher Education that would assist the two organizations in implementing the program and it was subsequently funded.

A student survey conducted with Buckskin students revealed that less than 10% of the students had ever been on a college campus or were even aware of the existence of a college in their geographical area. It appeared critical that a series of activities were necessary to involve both the students and their parents with the college. The writing of the grant request had brought a number of people from both institutions together and an easy partnership had been formed. This partnership quickly planned several new activities and also adapted some existing programs to involve the other institution.

The Buckskin fifth graders performed their annual Christmas Concert in the college's theater but with an opening introduction that explained the new partnership and involved the college president, the academic vice-president and the school principal. The capacity of the auditorium was taxed as over five hundred parents and family members attended the concert. For most of the audience it was their first time on the campus of Southern State. The reception that followed was accompanied by nine separate career seminar opportunities presented by SSCC faculty members.

As a follow-up to the concert activities, the college's theater group presented two performances of a traditional Christmas play at the Buckskin School. Following each performance was a brief discussion of the play and a discussion of why college was important, why their current schooling was important and the importance of both to their future careers. These events were well received by the young students.

During the following months the Buckskin students worked hard to prepare for their annual Academic Fair in which they prepared in-depth research projects that involved displays, written reports and an oral presentation. The college administration participated as judges and again were able to interact with both parents of the students and community leaders. The extensive participation by the parent group demonstrated the high level of interest by parents in their children's education. The follow-up to this event will be a series of visits by college faculty members to provide presentations on a variety of subjects but always emphasizing the importance of further education.

As a corollary to the student involvement with the college, the school and the college personnel recognized the importance of involving the parents in their own educational programs. A parent survey determined a strong interest in computer instruction so the college offered an introductory course in computer science during the winter quarter. To avoid the issue of tuition expense the college managed to pay most of the students' tuition under the Adult Incentive Program. This program pays the tuition for one course for someone who graduated from high school at least five years ago and has not attended college for at least five years and does not have a college degree.

Recognizing the concern experienced by most non-traditional students, the college assigned a faculty member who was particularly adept at putting new students at ease and as a result of her efforts all of the students have remained in the class throughout the quarter. A second course in the business area will be offered during the spring quarter in the Buckskin School.

The college and the school continue to explore new areas where partnering can occur and the results to date strongly suggest that this effort is making a difference in the way that both young people and their parents perceive the benefits of further education. While the grant is funded for two years, it is already apparent that the program can easily be maintained with no outside support and that it has the potential to radically change the future of the graduates of the Buckskin School and their parents.

Raleigh-Boone Technology Center

Southern West Virginia Community and Technical College
P.O. Box 2900
Mt. Gay, WV 25637
(304)792-7040
C.E.O.: Dr. Travis P. Kirkland
Contact Person: Mike Browning

A project involving Southern's educational partnership centers around the Whitesville/Pettus area bordering Boone and Raleigh counties. The facility entitled "The Raleigh-Boone Technology Center," will utilize the vacant Pettus Elementary School located on U.S. Route 3 in western Raleigh County.

The goal of this project is to provide a multi-county educational center for citizens in these geographically isolated areas. The economy of this location has been closely associated with the coal industry since the turn of the century. In recent years, the industry has undergone major technological changes that have resulted in fewer employees. Hundreds of local miners have lost their jobs, forcing them to look elsewhere for employment.

Future economic growth in this area will depend upon our ability to provide training, educational and social opportunities for the residents. This innovative program has brought financial support pledges from both Boone and Raleigh County school systems, as well as from county commissions. Funding also has been secured from state and local agencies.

The facility will house the Whitesville detachment of the West Virginia State Police and an office of the Raleigh County Sheriff's Department. Government agencies such as tax assessment and automobile licensing also will be available. Additional plans are to house a health clinic and early childhood care center.

Southern will provide developmental and adult basic education programs. Vocational programs in the areas of construction trade technology, industrial engineering technology, and allied health fields will prepare students for the existing and changing job market.

Educational opportunities will be available at the post-secondary level. Southern will install an interactive electronic classroom and computer lab at the facility. The electronic classroom will provide access to associate and possibly bachelor's degree programs and will be linked to Southern's four campuses and Marshall University.

Members of the Boone and Raleigh County communities have shown great support for the project. The Whitesville Rotary has been involved in the planning process and implementation. Members of the community will be invited to serve on the advisory board for the facility.

This comprehensive educational and social project that crosses traditional county borders is unique. The anticipated success will meet the needs of citizens and also provide a model for other regions.

Southern West Virginia Community and Technical College's Boone/Lincoln Campus/Boone Career and Technical Center

Southern West Virginia Community and Technical College
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Southern West Virginia Community and Technical College, acting cooperatively with local county school boards is making great strides toward educational and economic growth in southern West Virginia.

Southern has established a working partnership with the Boone County Board of Education. This relationship is mutually beneficial for Southern, Boone County and the citizens of the region.

Southern has implemented a plan for its new Boone/Lincoln facility to be connected to the Boone County Career and Technical Educational Center. This "model" facility will provide access to higher education by offering a comprehensive program of both technical and general education to students in the region.

Southern's Boone/Lincoln Campus has experienced phenomenal growth in the past five years with a 52% increase in head count and a 43.6% rise in full-time enrollment. Expanded business and residential building taking place between Charleston and Danville along Corridor G, provide expectations for continued growth. Therefore, a combined effort to expand the actual facility and the offerings therein has proven to be an ideal solution.

The college and the Boone County Board of Education have had a strong operative articulation agreement since March 1976. The cooperative spirit between the two has brought forth many valuable programs and opportunities. Programs and facilities have been shared to the greatest extent possible.

Presently, all Boone/Lincoln campus students take their technical classes at the Boone Career Center. The College, together with the county school board and the state, has worked to implement the Tech-Prep and High Schools That Work Programs into the secondary education system. Southern has provided funding to upgrade the guidance and technology programs at the Boone Career Center and the county's three high schools. Boone County school buses are now providing transportation to the Career Center for adult vocational and college courses.

The joining of the career and technical center and the college facility will provide many advantageous opportunities for citizens for the region. Joint program planning will enrich the educational offerings as well as cultural aspects of the service area.

Guidance services to adults and secondary students will be in-house and readily available for all current and prospective students. A developmental educational laboratory will be established to assist secondary and post-secondary students in improving their achievement levels in many curriculum areas.

Use of Southern's interactive network, currently in place linking the Boone Career Center facility with all of the College's campuses and Yeager Technical in Lincoln County, will be extensive. Courses will be taught, in-services conducted, and special presentations will be made available to students and the community. Programs through the SATNET and WVNET will be available through interactive educational programming. State and university educational programming also will be available.

The structure will be built on land adjacent to the Boone County Career and Technical Center owned by the Boone County Board of Education. There is a long-term, minimal-cost lease commitment. Each institution will have its own identity, separate budgets, and some shared responsibility

Our Partnership with Aberdeen College

Southwest Virginia Community College
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C.E.O.: Dr. Charles R. King
Contact Person: Dr. Richard Hudson

Links between Southwest Virginia Community College, USA, and Aberdeen College, Scotland, have been further reinforced thanks to a successful recent visit by senior representatives of SVCC to their Scottish counterparts.

SVCC's Richard Hudson, Dean of Financial & Administrative Services, and Karen Hudson, Upward Bound Director, are approaching the end of a short—but extremely productive—visit to Aberdeen College. While visiting SVCC's sister college in Northeast Scotland, they have undertaken projects in Internet based video conferencing, shared experiences and information relating to external funding, and delivered seminars on different aspects of the U.S. community college system.

Aberdeen College and Southwest Virginia Community College have been linked for five years. In June 1992, a "sister college agreement" was signed by SVCC President Dr. Charles R. King, and Rae Angus, who was, at that time, Deputy Principal of Aberdeen College.

Mr. Angus—who has been Principal of Aberdeen College since 1993—and Dr. King renewed their acquaintance at the end of 1997. This time, however, the college leaders did not meet face to face, but conversed via a video conferencing link relayed over the Internet. Their meeting marked the end of a successful four-day project investigating the use of Internet video conferencing for distance learning purposes. Dean Hudson had brought over a Connectix QuickCam video camera, which enables computer users to video conference via a high-speed Internet link by means of a software package called CU-SeeMe.

After only two days to set-up and test the equipment, the practical uses of CU-SeeMe were assessed when Linda Trotter, Aberdeen College's Team Leader in Communication Studies, conducted a meeting with SVCC's Professor Brady Surles and Pat Bussard. Linda and Pat are both responsible for courses in journalism, and their discussion focused on a collaborative learning project for journalism students in both colleges which will run in the 1998/99 academic session. Around six student journalists at Aberdeen College will be paired with counterparts at SVCC and will communicate regularly through the Internet both by e-mail, and by CU-SeeMe. In this way the American and Scottish students will work collaboratively to contribute joint articles to each others' respective student newspapers.

The external challenge of securing funding from external sources was the subject of discussion between Karen Hudson and three Aberdeen College colleagues: Sandra Allan, Head of Educational Programmes & Curriculum Support; Ian Jardine, External Relations Executive; and John Hutchinson, Lecturer and European Coordinator.

Dean and Mrs. Hudson were able to make a valuable contribution to Aberdeen College's end of term staff development week when they each delivered two separate two-hour seminars to Scottish colleagues. Dean Hudson provided a general overview of the community college system in the U.S. comparing and contrasting it with the Scottish further education system which governs Aberdeen College and Scotland's forty-two other further education colleges. Mrs. Hudson's presentation, which was entitled "Managing Changing Environments", focused in particular on the integration of information technology into the classroom. The presentations were very well received, and helped to generate a lot of sharing of information about the respective American and Scottish education systems.

The Hudson's visit as representatives of Southwest Virginia Community College received official acknowledgement when they were formally welcomed by the civic leader of the City of Aberdeen, Lord Provost Margaret Farquhar.

The meeting with Lord Provost Farquhar was the culmination of a busy and successful visit, in which new ground was covered for innovative links which will be of considerable benefit to all students and staff at Aberdeen College and Southwest Virginia Community College, and to the communities they serve. The positive feelings experienced by all parties during the visit are appropriately captured by the historic motto of Aberdeen - "Bon Accord—Happy to Meet, Sorry to Part, Happy to Meet Again".

Bell Atlantic New England Next Step Program

Springfield Technical Community College
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C.E.O:: Dr. Andrew M. Scibelli
Contact Person: John H. Dunn

The New England Next Step Program is a collaborative effort between Bell Atlantic and one of its unions, the International Brotherhood of Electrical Workers (IBEW), that allows selected employees to attend classes on company time and earn the degree Associate in Applied Science in Telecommunications Technology, completely at company expense. Following a competitive process throughout the New England states served by Bell Atlantic, Springfield Technical Community College (STCC) was selected in July, 1995, by the corporation and the IBEW to serve as lead college to establish a coalition of public two-year colleges to offer this unique educational initiative in the New England region. That coalition, which began with 7 partner colleges, now numbers 11. STCC also is responsible for the program's administration and operation.

The program's mission is to provide an innovative, educational, skill-based degree offering that will enable Bell Atlantic employees to stay current with advancing

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technology, to understand changing marketplace realities, and to enhance customer service skills. Program graduates will be an empowered, technologically competent, customer-accountable work force committed to the value of lifelong learning. Currently, 300 employees are enrolled, with an additional 200 to be admitted each fall.

The program requires the completion of 60 credits, equally divided among Liberal Arts and Sciences, Electrical/Electronics and Telecommunications. Employees attend class one day a week for eight semesters over a four-year period. The program is particularly concerned with methodology and Bell Atlantic has committed significant fiscal resources to ensure that the degree is competency based, learner centered, and contextually focused, and that it includes corporate-identified "umbrella" competencies in critical thinking, problem solving, team building for team work, customer focus, and quality improvement, in addition to those usually associated with a technical degree program.

The New England Next Step Program is a true collaborative effort, as evidenced by the diverse coalition of partner colleges throughout the region. This collaboration is exemplified as well by the close interaction among Bell Atlantic personnel (both management and union) assigned to the program, STCC program personnel, and partner college representatives. Beyond frequent informal contact, at least twice a year these groups meet to discuss program operation and resolve outstanding issues. Faculty curriculum committees, with representation drawn from New England partner colleges as well as from those in a New York sister program, meet periodically through the year to develop and continually refine the curricula. In addition, the corporation sponsors annual multi-day institutes which bring together the New England and New York faculty to resolve interdisciplinary curriculum matters and to participate in professional development activities to enhance disciplinary knowledge and instructional methodology.

Other distinguishing features include: a common syllabus and common principal texts for each course; and a virtual learning environment, with students and faculty receiving notebook computers networked through Lotus Notes. This environment, which is a critical component of each course, ensures that extensive learning activity occurs between class days through assignments and student and faculty communication.

Bell Atlantic's fiscal support for the program is broad based and includes tuition, fees, and textbooks; notebook computers, course software (for example, Converge, Derive, and Electronics Workbench), and calculators for students and faculty; and semester stipends to partner colleges for administration and curriculum development. An estimate of the corporation's support to STCC for the first four years of the program is $7.5 million.

Even though the program is only in its fourth semester of instruction, its impact on employees is nonetheless noticeable--and positive. Employee interaction within and outside the classroom has led to an understanding of, and appreciation for, the work responsibilities of the various craft ratings within the corporation. The common bond among employees seeking to meet the challenge of the rigorous curricula has provided a strong foundation for many of the umbrella competencies. In addition, employees have noted the reawakening of the desire to learn, and the value of the coursework in providing the much needed theory to undergird their previous training and to assist them in their current work assignments as well as to prepare them for those of tomorrow.

The New England Next Step Program is a replicable model. It is a cutting edge example of a corporation and one of its major unions responding to the challenge of preparing employees for increasingly complex technologies, thus ensuring the corporation's role as a leader in the information age. While the curriculum content of the model would be determined by the needs of the particular organization, the development, delivery, and support of coursework and program administration as presented in the Next Step Program could be readily duplicated. Major factors to ensure the success of any model are the same as those for the Next Step Program itself. These include a committed corporation and an interested work force; college faculty and administrators receptive to challenge and change and to alternate methods of instruction; and, above all, a willingness to adapt and adjust to unforeseen problems.

This corporate education initiative has had wide-ranging impact at STCC and the partner colleges. The program provides a rich array of faculty development opportunities for the partner colleges where resources for this activity are severely limited, if available at all. Faculty institutes, curriculum meetings, and exposure to Bell Atlantic's state-of-the-art telecommunications resources are supplemented by semester stipends to the partner colleges for strengthening faculty skills and broadening their knowledge in support of the program. This enhancement of faculty expertise has spilled over to other curricula as well. At STCC, for example, the experience of incorporating notebook computers into the program's instructional methodology served as the foundation for the college's receipt of a state grant to extend the virtual learning environment to other courses and faculty. Most significantly, the New England Next Step Program served as one of the principal bases for the college's successful competitive application to the National Science Foundation (NSF) to create the Northeast Center for Telecommunications Technology. This center is only one of nine NSF National Centers of Excellence in Advanced Technological Education and the only one to focus on the critical telecommunications technology field.

Prime DIAL (PrimeCo's Distance Information & Advanced Learning)

Tarrant County Junior College
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C.E.O.: Dr. Leonardo de la Garza
Contact Person: Peggy Quinn

At Tarrant County Junior College (TCJC) we are using Partnerships and Linkages to:

- Offer high level, cutting-edge high tech continuing education to Engineers and Technicians at a local business which has offices around the U.S.
- Send the courses to other community colleges, which in turn introduces the colleges to a new client that could result in a relationship for other courses normally offered from a community college
- Gain statistical data on corporate savings and course evaluations being offered at a distance so each college can use those statistics with local businesses to offer those corporations a global training option.

PrimeCo Personnel Communications, a cellular wireless phone service, received a training grant from the Texas Smart Jobs fund for training engineers and technicians in the highly competitive, technical world of digital wireless communications. While the Texas grant only pays for Texas participants, PrimeCo is very aggressive in providing continuing education to everyone in the organization. PrimeCo intended to train their engineers and technicians by bringing them to Texas and paying for them from company funds. TCJC researched PrimeCo's technical educational needs and found that the technical training was more complex than our courses at the junior college level. TCJC found the curricula and the national reputation for this type of continuing education at The George Washington University, Continuing Engineering Education Program (GW/CEEP).

TCJC then approached PrimeCo with the idea of offering GW/CEEP training to PrimeCo's employees at distant locations through community colleges via compressed video. TCJC illustrated the cost of education where travel is required versus education without travel. Furthermore, at a distance, for the same tuition, the company could fill the class minimum with PrimeCo participants exclusively; customize the training for their communications services; and ask experts questions about their proprietary communication system without the competition sitting there.

TCJC contacted GW/CEEP about the distance learning idea. The program's director had not ventured into distance learning but was looking at the possibility. GW/CEEP decided to partner with TCJC in this venture so they could get some experience at a distance, and share in the statistical data gathered from the project, while servicing the needs of a leader in the digital wireless communications field.

TCJC offered the CEEP catalogue of courses to PrimeCo's managing engineers and they chose the courses; GW/CEEP altered the curriculum a bit to emphasize or "tailor" the courses to the PrimeCo system. PrimeCo engineers also chose some courses that would be developed by consultants they knew in the field. A PrimeCo attorney wrote a special non-disclosure for the trainers to protect the company from proprietary information being divulged through questions from participants.

Through the AACC's book, "Teleconferencing Resources at U.S. Community Colleges," TCJC found educational partners in almost all the cities where PrimeCo has offices: Dallas/Fort Worth (TCJC); Houston (North Harris Community College); San Antonio (San Antonio College); Austin (Austin Community College); Chicago (City Colleges of Chicago); Miami (Miami-Dade Community College); New Orleans (Nunez Community College); Richmond (J. Sargeant Reynolds Community College; and Milwaukee (Milwaukee Area Technical College).

The project was named Prime DIAL (PrimeCo's Distance Information and Advanced Learning).

The training system works like this:

1. PrimeCo's extensive e-mail/Intranet system was used to launch Prime DIAL to all the cities and offices nationally. The Prime DIAL desktop folder goes to everyone and includes:
   - an overview of the Prime DIAL system (ex: the schedule of high level technical training for engineers & technicians offered via compressed video at hosting community colleges sites. . . and procedural information such as deadlines for registrations and canceling. .. late registration charges...substitutions for people...ways to get exact room locations before a course..., etc.)
   - a calendar of the courses being offered

- a price sheet for the courses
- a list of the instructors and instructional materials each participant will receive a list of registration deadlines for each course
- the locations of those courses at each college
- the course outlines and objectives
- a registration sheet.

2. Each participant, prints out the registration sheet, fills it out with all the information necessary for college records, signs a Federal Educational Release Privacy Act (FERPA) release at the bottom and faxes it in to the PrimeCo corporate training office, an e-mail confirmation is generated. TCJC collects the registration & confirmation, then faxes it to the appropriate community college for headcount.
3. Each college receives: a listing of other educational partners, all materials listed in the Prime DIAL folder; and registration forms for participants attending at their location. Each college may use the courses and course enrollments for state contact hour funding as appropriate. Upon successful completion, each participant in these courses receives a Continuing Education Unit (CEU) certificate from TCJC, but each partnering community college can give a CEU certificate as well if they choose. TCJC pays each college a fee per student for hosting the training as well as reimbursement for all classroom materials such as books, handouts, computer disks or anything else that needs to be supplied to each trainee who takes the courses.
4. TCJC contracts with the GW/CEEP instructors, (most of which, are wireless consultants who own their own courses and offer them a few times a year through GW/CEEP). In order to insure quality instruction, the instructors are required to go through distance learning training. A month in advance of their course, each instructor is also required to give TCJC their required textbook title and ISBN number, handout, and any other educational materials for the students. Additionally, they must give TCJC copyright release of their course materials.
5. TCJC then copies one set of handouts for each educational partner, and mails it to them. Once this is received at the other community colleges, each hosting college is responsible for purchasing the textbooks needed, copying the handouts and upon occasion making copies of computer disks for each participant at their site.
6. Each site also receives an evaluation form to be copied and given to each participant. Each course is evaluated and the hosting college then faxes in the evaluations on the last day of class to TCJC for tabulating and re-distribution to the participating colleges.

A corporate memo after each course is then prepared by TCJC for PrimeCo executives estimating the savings to the company in travel expenses and time, and tabulating the course evaluation score. The corporate memo is also shared with all the educational partners so they can use it for workforce development with companies in their own area.

This Partnership has created a win-win benefit for everyone involved:

- PrimeCo, (corporate initiatives for employees in core values of innovation, service excellence, and personal and team best accomplished by continuous learning in personal and professional growth) receives the cutting edge,

- PrimeCo, (corporate initiatives for employees in core values of innovation, service excellence, and personal and team best accomplished by continuous learning in personal and professional growth) receives the cutting edge, highly technical training they need, and an educational partner in every market to feed other educational needs.
- GW/CEEP, (program initiative to fulfill training needs of growing wireless industry) now has another avenue for meeting the cutting-edge training needs of the wireless industry through community colleges.
- The community colleges involved, (college initiative to support and aid in local workforce development) now have statistical data, a distance learning system and educational partners in place to service local companies that have satellite offices elsewhere in the U.S.

Career and Employment Services

Tarrant County Junior College—Southeast Campus
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Contact Person: Michael E. Cinatl

The Career and Employment Services Center and the coordinator, Michael Cinatl, have created a climate supportive of change not only by enlarging the day-to-day functions of the Center and providing comprehensive workshops but also by promoting significant exchanges between students and employers and between employers and academic leaders. Moreover, Mr. Cinatl's vision of service has led him to synthesize the Center's work with major community projects.

Mr. Cinatl's fifteen years of experience as a vocational/technical instructor accounts, in part, for this vision. He implemented the curriculum for the District's Interpreting for the Deaf Program which resulted in a model program in a matter of a few years. His ability to blend the strengths of individuals chosen to serve on the Program's Advisory Committee coupled with his resourcefulness in soliciting community support and involvement for the IFD Program have translated into the success he has been able to bring to the Career and Employment Services Center.

Unlike other employment centers within this College district, Cinatl's Southeast Campus Center offers far more than a referral/job posting system for students. The Center helps students and individuals from the community develop resumes and then guides and assists in job searches and even arranges interviews with prospective employers. The Center depends on its computer data base to print job listings, and then students' resumes are formatted on the computer and entered as data to be faxed to prospective employers immediately.

Also unlike other employment centers within the District, the Southeast Campus Center plans and offers periodic workshops and seminars which educate the entire campus family and the community at large. Topics directly related to successful employment such as Family Budgeting, Ethics in the Workplace, Balancing a Career and Family, Planning a Career in the Military, and Job Quest for the disabled Workers are presented by qualified speakers and professionals. One highlight is the Career Image seminar planned for the campus secretaries and office assistants to present current trends in business attire and business communication.

Especially unique is the Center's multi-faceted relationships with business and industry. Mr. Cinatl actively solicits recruiters for the types of jobs that are most often requested by students or that more evenly match the degrees being obtained through our various campus technical programs. When these recruiters come to campus, they are provided an opportunity to recruit and screen applicants on site and are then provided an "interview room" to conduct more in-depth and decisive one-on-one meetings with the prospective employees. For company recruiters who cannot attend every college's job fair, the Center had led in the formation of the Metroplex Association of Career Centers Consortium, a multi-college career center consortium (MAC-3) which sponsors a job fair once each long academic semester. The staff's primary role has been the coordination of student registration for the MAC-3 job fair which resulted in the processing of over 1400 student applicants. The Career Center has also developed working relationships with the Local Workforce Commission to handle larger volumes of company recruitment and testing needs. For example, the Center accommodated the Lear Corporation in the recruiting and testing 1500 prospective employees.

To address long-term needs, Mr. Cinatl and his staff have initiated a consortium of business leaders for the purpose of annually reviewing the workforce development needs of our area. The group meets under the title of "Learn Today Work Tomorrow" and looks at ways that course curricula and teaching strategies can better prepare students for the world of work. The written report, disseminated to the business leaders and campus faculty, guides future course offerings, identifies areas of training, and tracks the progress of all implemented changes. An example of the productiveness of this project is the training agreement arranged between our Hazardous Materials Program and the Lear Corporation. Faculty of the campus program will provide Lear's employees training in ways to dispose of their manufacturing materials that are environmentally unsafe. Also, faculty in general academic courses, such as speech and writing, are exploring ways to incorporate ideas from the consortium into their curricula.

Within the community at large, Mr. Cinatl serves on the Education Committee of the Arlington Chamber of Commerce and specifically brings his expertise and the resources of the Center to bear on major programs in the public schools. Through the Arlington Scholars Program he has spent time in junior and senior high schools speaking about the relationship between good career planning and success in school work. In addition, he serves on the site-based management team for the "Newcomer's Center," an alternative school program for children who have recently moved to this country and have limited English ability. The Center's staff works with the parents of these children and with the teenage students themselves in seeking employment and creating an accepting environment among prospective employers for individuals who have good work ethics but poor English and/or communication skills.

The Career and Employment Services Center has developed a collaborative "Career Exploration Program" with two of the local school districts' alternative high schools. In addition to the staff's going into these schools to present workshops on various job search topics, the students are encouraged to participate in all on-campus recruitment activities and are given access to the computer database. The rationale is that these students will eventually become TCJC students and be familiar with the job placement system and better prepared to make a decision about their course of study and career path.

The list of accomplishments of this Center is especially important in light of its short span of operation. In existence only since August 1996, the Center has established itself as a driving force in the field of employment by working to interface the business community, the college community, and the community at-large as it addresses workforce issues that face them all.

"Under One Roof" Project

Triton College
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Contact Person: Cheryl Antonich

The "Under One Roof" initiative is a project in partnering with existing community, business, industry and educational services to better serve the population within this district. Our established mission is to enhance the quality of life for the community we serve by providing comprehensive behavioral and primary health care, education and child care services in one centralized location. Our vision includes uniting the resources and technical know-how of Triton Community College, ProCare Centers and Westlake Community Hospital "Under One Roof" to develop a unique, comprehensive, educational, health care, and child care center in Western Cook County. We further in visualize expanding interagency linkages with other organizations compatible with local needs and our programs.

The overall goal of the educational component is to provide all encompassing programs for Hispanics/Latinos and other community members. Services offered include English as Second Language classes, basic skills, high school completion courses, community education courses, and entry level credit classes to develop the necessary skills to become informed, productive and involved community members.

The Behavioral and Primary health care component will use a team approach to provide both service coordination and direct services. Medical care that is oriented toward the daily, routine needs of patients, such as initial diagnosis and continuing treatment of common illness is included. As exploration of the "mind-body" connection continues better approaches and methodologies will be implemented for intervention. Behavioral health services will include assessment, evaluation and counseling. Opportunities for serving the community, also include the opportunity to serve existing employers in broadening attitudes in assisting employee referrals for treatment of behavioral problems.

The overall goal of the child care component is to provide quality care, education and support services for families and young children. Children and their families will be enrolled in quality, developmentally appropriate day care based upon the age of their children. Comprehensive services to the child and family will be provided on-site and with various community family service agencies.

This type of partnering with the community for the community is a distinct part of our community college mission. Contacting agencies and businesses that have a common logical thread of servicing the community and consumer, and beginning collaboration is the beginning of an ongoing process of developing this type of project. A needs assessment of the community will ascertain the number and types of partnerships.

Any given community need could be a starting point for collaboration between a community college and outside agencies. The needs of a community and the services required will change from project to project, but continued growth of collaboration between the community college, business, industry, and the community can only strengthen the role of the community college.

The "Under One Roof" initiative sees a community in need of behavioral and primary health care, educational, and family/child care support services. This project is destined to be a nurturing support system designed to provide services to a community in need.

Parateacher Training Program

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Contact Person: Dr. John T. Kontogianes

Statistics indicate that a growing number of teachers enter the pre-service curriculum through non-traditional paths. Many non-traditional students begin at a community college where they can combine studies with employment. The Parateacher Training Program, developed by Tulsa Community College under the auspices of the Oklahoma Teacher Education Collaborative (O-TEC), offers a new, alternative entry point to the teaching profession and, at the same time, innovatively enhances classroom instruction.

Those who assist with instruction (teacher aides, teacher assistants, or parateachers) have a wide range of instructional duties which include creating and/or distributing teaching materials, tutoring, leading small groups, and grading papers. In Oklahoma, teacher aides comprise a surprisingly large group; a recent survey indicates that there is approximately one teacher aide for every ten certified teachers. Previously, college-level training was not required for these positions and districts provided little or no in-service training.

Although paraprofessional teachers have been largely unrecognized in educational reform, they do much to enhance the classroom, particularly in science and mathematics education. The potential is apparent at Mayo Science and Mathematics Demonstration School in Tulsa, a nationally recognized program for elementary education, operated by the Tulsa Public Schools system. There, parateachers work under the direction of a classroom teacher to facilitate hands-on science and mathematics instruction with small groups of students. At Mayo, there has been a fundamental restructuring of the teaching environment; each teacher supervises a class of approximately 45 students with the assistance of two trained parateachers. In addition, Mayo employs one parateacher as a computer technician specialist and another as a science/art specialist. Even in traditional classrooms, trained parateachers—required to complete one to two years of college—add much to the instructional environment. The program is proving to be particularly attractive to candidates from under-served groups and non-traditional students with an interest in teaching children, but whose financial resources and educational backgrounds are limited.

The Parateacher Curriculum: The parateacher program is a 34-credit hour certificate program that is intended to serve as an intermediate step to an associate degree. The associate degree articulates with programs at major four-year institutions in Oklahoma, offering a seamless progression to a bachelors degree and certification as a licensed teacher. The curriculum, which follows, addresses the developmental needs of the elementary student and promotes an inquiry-based classroom with a focus on science, mathematics, and technology (SMT) education.

Child Development Core
    Human Development (3 hours)
    Child Development: Preprofessional Lab Experience (3 hours)
    Child Behavior and Guidance: Middle Childhood (3 hours)
    Child Development Practicum (3 hours)

English
    Freshman Composition (3 hours)

Physical Education
    First Aid (2 hours)

Science
    General Biology (4 hours)
    General Physical Science (4 hours)

Computer Science
    Computer Concepts and Applications (3 hours)

Mathematics
    College Algebra (3 hours)
    Mathematical Concepts for Educators (3 hours)

For articulation purposes, The SMT courses adhere to material in the standard syllabi, but are taught with a reform philosophy and include many hands-on activities. Mathematics courses, in particular, emphasize the use of manipulatives and presentation of materials following the national standards. The Preprofessional Lab Experience and Child Development Practicum offer innovative situations for instruction that are designed to meet the National Science and Mathematics Standards. The Science Standards note that "the most powerful connections between science teaching and learning are made in the classroom, often through field experiences, team teaching, collaborative, or peer coaching. Field experience starts early in the pre-service program and continues throughout a teaching career. Whenever possible, the context of learning to teach science is actual students, classrooms, student work, and curriculum materials."

To provide this context of learning, Tulsa Community College has devised a summer "lab-school" program. The Computer, Language Arts, Mathematics, Science (CLAMS) program allows parateacher program participants, working with second- through fifth-grade students, to study a model curriculum. CLAMS allows parateachers to "try on" instruction in a low-stress environment with a student-parateacher ratio of 2:1. Parateachers instruct in areas of science, mathematics, and technology (with computers as an integral part of each lesson), using a curriculum that interweaves language skill development. A by-product of the program is the exceptional learning opportunity for approximately 90 elementary-age students of which, in 1997, 41% were ethnic minorities and 57% were female.

Participants: The parateacher program accepted its first full class in 1997 and has accepted a second class of approximately 40 participants to begin this year. As expected, many participants are presently employed as teacher assistants and all indicate a strong desire to achieve certification. Ethnic minorities are highly represented—28% are African American and 17% are Native American—reflecting a rate more than double their percentage in the general population.

Evaluation: Evaluation reveals that program participants have notably increased both their knowledge of science and mathematics and their confidence in instruction. Evaluation forms completed by the parateachers at the conclusion of the CLAMS program were also very supportive. Perhaps most importantly, follow-up inquiries during the academic year revealed that the program has transformed the classroom. One parateacher reported, for instance, that she is now far more knowledgeable and confident in the use of computers than her supervising classroom teacher. The classroom teacher is, in fact, learning from the paraprofessional along with the students.

Exemplary Aspects: Displaying many exemplary characteristics, the Tulsa Community College parateacher program:

- *promotes high-quality teacher preparation* through its offering of unique opportunities and an exemplary SMT curriculum; and, thereby, addresses the important but under-recognized need for a large number of well-trained classroom paraprofessionals;
- *reflects national mathematics and science standards* by offering both courses and practice that are rooted in the classroom and that stress reform methods
- *collaborates with four-year institutions* through articulation agreements and regarding course design through O-TEC;
- *focuses on the active recruitment of prospective teachers, particularly from under-represented populations,* by targeting a group of highly motivated individuals, many of whom are non-traditional or minority candidates.

The Partnership Project

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The Partnership Project is a collaboration between faculty of both Gallup Central High School and the University of New Mexico-Gallup Department of Health Careers which crosses traditional institutional boundaries and links the two schools by means of a common undertaking. It is designed to assist students from Central High School in developing career related educational goals and at the same time provide them with an increased understanding of personal health issues.

A climate of collegiality and mutual trust has been established that encourages members from the two schools to work together as peers and equals. The relationship is both dynamic and continuously evolving. Faculty from both institutions have been activity engaged in the planning, implementation and evaluation of the project. Objectives, goals, and methodologies have been jointly negotiated and refined in an attempt to develop a meaningful and engaging learning environment for the students.

The Project was initiated by UNM-Gallup in November of 1996 and is supported by university based Departmental Activity Plan (DAP) money and high school resources. It addresses the following goal of the UNM-Gallup strategic plan: UNM-Gallup will provide support services that enable students to reach their maximum potential. It is based on the conviction that such collaboration will improve educational outcomes and better prepare students for productive and rewarding careers.

Central High is an alternative school that serves students who have not experienced academic success through more traditional avenues. The majority of students at Central High School are academically underprepared and economically disadvantaged. Additionally, most of them are Native American (Navajo) or Hispanic, two cultural groups that are often educationally under-served. The UNM-Gallup Department of Health Careers offers certificates and associate degrees in a number of health related disciplines that provide students with viable careers. By collaborating across traditional school boundaries, we hope to better meet the needs of students as well as more effectively fulfill our separate but related missions.

Partnership Project members have developed a nine week class that is team taught by faculty from both Central High School and the UNM-G Department of Health Careers. The class is experimental, not only in crossing traditional institutional boundaries but in its attempt to effectively combine components of a number of different educational philosophies: school-to-career, the support of at-risk students, and health education. Emphasis is placed upon experiential and hands-on learning methodologies that are integrated with classroom instruction. The class consists of a series of learning modules that combine classroom instruction at Central High School with field trips to local hospitals, as well as the UNM-Gallup and UNM-Albuquerque campuses. It culminates in a three day Health Careers Institute held on UNM-Gallup campus in May.

The class was initially offered during the spring of 1997. After considerable evaluation and modification, the class will be implemented for the second time during the final quarter of the spring 1998 school year (March to May). Although Central High faculty will be the instructors of record and Central students will be able to earn credit with the class toward high school graduation, college faculty have substantial responsibilities and a shared commitment to student success.

This collaborative project can serve as a model in exploring ways to better link high schools and colleges into a more integrated system by building bridges of trust between faculty and students through mutually shared and meaningful experiences, thereby helping schools and colleges to more effectively aid students in becoming productive and better rewarded members of society.

Volunteer State Community College and the Opryland Hotel Culinary Institute: A Chefs Apprentice Program Partnership

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In 1991, the Opryland Hotel and the Culinary Institute within the hotel, formed a partnership with Volunteer State Community College to strengthen their Chefs Apprentice Program.

The hotel had established and developed a high-quality program of chefs apprentice training that followed a three-year, 6,000-hour schedule of American Culinary Federation approved instruction. While the program offered training from some of the best kitchens and professional chefs in the country, retention was low and the hotel felt a need to improve the program completion rate through college-level coursework. The college and the hotel had been offering courses in hospitality management through a nearby center and on site. Discussions on enhancing the Chefs Apprentice Program were encouraged by a number of stakeholders in culinary education, hospitality training, and the hotel administration. A successful, existing partnership between the college and the hotel formed the basis for including Volunteer State in the discussions.

After a number of meetings and discussions about the apprentice work schedules, training requirements, and possible college-credit education formats, a number of challenges were identified. Traditional scheduling, regular travel to and from the main campus, developmental studies courses that might be required for admission, and the coordination of culinary training with academic coursework were addressed. Using a well-coordinated approach to program design, a unique Associate in Applied Science (A.A.S.) degree program was formed. A number of creative, innovative, and rather unique characteristics have helped the program grow and achieve continuing success.

A coordinator of culinary apprenticeship at the hotel works with a faculty curriculum coordinator from Volunteer State. A packet of materials is provided to interested applicants on request. For program admissions consideration, the completion of the college application, a personal essay, a detailed resume, and letters of recommendation are required.

During the year 700 inquiries for information are received resulting in about 100 completed applications. Of this pool 30-40 are chosen for interviews and 20-25 are selected. The interviews are held with both coordinators, the Culinary Institute chefs, and a college administrator participating. Once chosen, the applicants become full-time employees and Volunteer State students. Those not chosen are often given suggestions on education, work experience, and activities that could support applications in a subsequent year.

Space for credit classes is provided on site at the hotel during designated blocks of time usually 2-5 p.m. on Tuesdays, Wednesdays, or Thursdays. A three-year schedule is established for each class of apprentices. Full-time faculty from the main campus are used in courses such as mathematics, workplace ethics, and sociology. The hotel pays for all course fees, textbooks and also pays the apprentices their hourly wage during class time. Any developmental studies courses required for an individual student are paid for by the student and must be taken during off hours. The college pays the cost of the faculty member coordinator and all related instruction costs including travel to on-site classes at the hotel.

The program has been recognized for excellence a number of times in recent years. In 1995 the program received the National Honor Apprentice Award through the American Culinary Federation and Kraft Foods. Prior to this national award, a Southeast Regional Honor Apprenticeship Award from A.C.F. was granted in 1990, 1992, 1994, and 1995.

To conclude, this program offers a model partnership between an employer and an industry-training program. The integration of workplace training, college-level courses, and flexible delivery of quality education for the industry are benchmarks of the program.

SECTION IV

EXEMPLARY INITIATIVES IN CHANGING THE CAMPUS CLIMATE AND CULTURE

PROGRAM AWARD WINNER

Women in Trades
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In its third decade, the Albuquerque Technical Vocational Institute (TVI) is an accredited community college offering courses in a variety of occupational, college transfer and adult/developmental education subjects.

The Trades and Service Occupations Department of Albuquerque TVI provides a technical learning environment dedicated to the preparation of individuals for challenging positions in the community work force. The department offers over 22 certificate and degree programs including carpentry, electrical, construction management, culinary, fire science, welding, plumbing, and truck driving.

All programs offered through the Trades and Service Occupations Department are considered to be nontraditional for females. The current definition of nontraditional jobs are those in which women comprise "25% or less of the workers in a particular occupation." Female student population within the Trades Department averages 25%.

By the year 2000, (just 2 years away), 2 out of 3 new entrants to the labor force will be women. A majority of all the new jobs will require education or training beyond high school. Traditional female jobs earn median weekly wages below the poverty level. Women who are enrolled in programs offered at Albuquerque TVI are choosing careers based upon their ability, interests and future higher earning power, rather than gender.

The Trades and Service Occupations Department at TVI recognizes that women face unique barriers when considering or upon entering a nontraditional occupation. Barriers are defined as internal and external. Internal barriers include a lack of self confidence or low self esteem brought on by a lack of knowledge and experience in education and training, socialization in traditional female roles, family values, peer pressure, lack of female role models and negative perceptions. External barriers include limited information of nontraditional careers, attitudes of employers and instructors, qualifications for entry level positions, limited math and science background, sexual harassment, or a lack of services such as child care and transportation.

The administration and faculty of the Trades and Service Occupations Department has made a commitment to provide support and understanding to increase the retention of women in all programs and assist these women in obtaining high wage entry level positions in industry. Besides providing training each year in gender/ethnicity issues and enforcing policies against sexual harassment in the classroom, the department has formed a support group for women in trades.

We feel the "Women in Trades" (WIT) support group is an example of an exemplary initiative in changing campus climate and culture. This support group was formed by women, for women. Female faculty, administrators and students participate in the group. The group meets once a month to discuss issues such as:

- Sexual harassment; what is it?, what is the law?, what keeps me from speaking up?
- Support services, how to deal with child care, transportation and family issues and hold down a construction job.
- How to interview for a nontraditional job, tricks of the trade.

This group provides an opportunity for women to support one another, to know that there is support on the administrative level and especially to not feel isolated. Since this group began. women have sought out support when they might otherwise have quit. Many times these women do not speak up. Out of a fear that it might seem trivial, they are hesitant to talk to their male instructors about child care issues. Or a female student may not know the name of a tool when it is assumed that everyone does.

The support group has given women the confidence to speak up and seek out support. One automotive student in her final term was going to quit because of a lack of financial support. She came to a female administrator who in turn went with her to the instructor. The instructor was very supportive and they were able to arrange a paid cooperative education experience for the student. She was able to complete her certificate and has continued in employment.

Another student was having a difficult time finding child care. She discussed this in the support group. A female student, who was taking classes later in the day was able to help out. They now provide child care for each other.

Women in Trades was formed in 1997. At this time statistics relating to the retention of females in the Trades Department has not been conclusive. The immediate results are found in the success stories cited above and the fact that faculty members are now referring their female students to attend the support group. It is our intention to continue this support group and expand it with alumni as more students graduate and enter the work place.

HONORABLE MENTION

Instructional Management Team
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Recently, the instructional administration of North Harris College has undergone significant innovative change with the adoption of team-based management. The Associate Deans of the college's eight instructional divisions, the directors of the Learning Center and the Learning Resource Center, assistants to the VP, and the instructional directors of the two satellite centers have joined together as the Instructional Management Team: a collaboration of administrators who work to merge the perspectives of the instructional areas into a comprehensive whole. This collaboration is no small task, as the members of the Instructional Management Team, or IMT, manage twelve organizational units and a total of 583 faculty and staff. While each member is individually responsible for maintaining and advancing his or her own unit, the team has collectively undertaken goals which affect the institution as a whole. Responsible section management, systematic data collection, and strategic use of resources are examples of the team's specific responsibilities.

The implementation of team-based management at North Harris College found its impetus in the same organizational challenges that have led many business organizations to collapse hierarchical structures, replacing them with alternative team-based structures. One of these innovations has been the use of self-directed management teams--teams which are permanently established to provide leadership for cross-functional departments, resolving complex and chronic problems throughout the organization. The primary advantage of a self-directed management team over a single manager is the combined competencies within a team that provide superior management solutions to organizational problems. Self-directed management teams also provide mutual support of each other's functional departments so that what arises is a "community of commitment" to the entire organization.

The IMT was initially formed as part of a pilot, an experiment in team management. The challenge for this pilot structure was to consolidate the complex processes of instructional problem solving, reduce the bureaucratic maze of decision making, and establish a leadership community committed to the whole of the academy. After the initial eighteen-month pilot period, both formative and summative evaluations have shown the experiment to be a great success. Evaluative instruments have included a series of faculty and administrative surveys, and team self analysis to measure the practical functionality of the team and the degree of empowerment of faculty, staff, and administration. Surveys of faculty, staff, and administrators have indicated that the IMT has not only functioned effectively in its management and leadership role, but has also served as an agent of cultural change within the college.

These cultural changes have included those affecting primarily the administrators serving on the team and also those affecting the broader college community.

Some of the benefits of team-based management for the IMT members themselves have included the following:

- First line management gets the global picture—Before the establishment of the IMT, the deans or VPs held the knowledge and the wider viewpoints. This new approach allows the IMT members to make better and more informed decisions, rather than carrying out instructions from higher administration
- New opportunities for sharing skills and strengths—IMT members have learned from one another: analytical skills, problem solving, conflict resolution.
- Influence in the operation of the institution—With fewer levels of management, IMT members have stronger communication among and between all levels of leadership. With frequent meetings they can reach consensus more effectively.
- Sense of community—With increased interaction among team members, the IMT members have developed increased respect for each other, appreciation for diversity, and a sense of shared purpose.

The culture of the broader college community has also been enhanced with the implementation of team-based management:

- Efficient meetings—The group follows a process of setting an agenda, reviewing minutes, keeping to the topic, and following up. This kind of efficiency could benefit significantly in money and time if adopted across the institution
- Team effectiveness—Educational institutions are great breeding grounds of committees, especially those who are not empowered or who never get to see results from their work. A successful IMT can pave the way to an increase in teams with shared goals who can effect change in the institution. Colleagues at different levels across the college can learn the validity of teamwork and collaboration if they don't already subscribe to it
- Evaluation—The IMT is also assessing itself by retreats with open dialogue concerning processes, goals, etc.; faculty surveys of effectiveness; peer assessment; and finally, evaluation by higher administration. One of the Faculty Senate goals this year is to evaluate the effectiveness of the IMT. This emphasis on evaluation is beneficial in that it develops expectations about effective evaluation of future strategic initiatives.
- Communication—This group is modeling shared information with its open meetings, open minutes, and close alliances with other groups across the campus.

In the era of change facing higher education, colleges are encountering the need to reevaluate the traditional model of academic hierarchy. The Instructional Management Team at North Harris College is an innovative response to this challenge, and has wielded considerable influence on the culture of the college as a whole, empowering employees and engendering high levels of involvement, commitment, and productivity.

HONORABLE MENTION

Emerging Scholars Awards Program
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The Emerging Scholars Awards is a recognition program for students who have achieved success after beginning their college studies in developmental courses. In 1996, Otis Beard, Carol A. Edwards and Mary S. Lauburg initiated the program at St. Louis Community College at Florissant Valley. At the time of its implementation, all three were chairs of departments where developmental courses are taught, Beard of reading, Edwards of mathematics, and Lauburg of English. Each of them was also an experienced teacher of developmental students.

Over the course of many conversations, the emerging scholars concept was born. The program provides the Emerging Scholars with campus and college-wide recognition, certificates of commendation, nominations to *Who's Who in American Junior Colleges* and *American Collegiate,* and a banquet in their honor. Furthermore, one scholar is named Emerging Scholar of the Year. The Scholar of the Year, in addition to having an exceptionally high GPA, also has provided service to the College. Two former Florissant Valley students who fulfill the criteria of the Emerging Scholars and who have continued to succeed since leaving Florissant Valley are asked to come to the banquet as speakers.

The program has a three-fold purpose. First, we want to reward academic excellence. As we look at the community college scene, we find that a high percentage of students are placed in developmental courses based upon an initial assessment test. Despite their initial placement, Emerging Scholars succeed not only in their developmental courses but also in their college transfer courses. Every one of them has accumulated 24 or more credit hours, has completed the first tier of college-level transfer courses, and has maintained a 3.5 or above GPA (out of 4.0). This is a caliber of work that can only be described as outstanding. We want to acknowledge these students' success and to praise their efforts.

Secondly, we want to encourage other students who are taking developmental courses. Students placed in a developmental course are often demoralized. The placement may reinforce existing doubts about their capability to meet the academic demands of college. In promoting our Emerging Scholars, we hope to produce a "can-do" attitude in other students taking developmental courses. Our Emerging Scholars Awards Program affirms what some of us have always known—students in developmental courses can succeed at a level that mirrors or surpasses that of other students in college.

Finally, our Emerging Scholars Awards Program challenges long-held assumptions about the appropriateness of developmental courses at the college level. The success of these students underscores the fact that providing developmental instruction increases a student's chances of success in other courses.

To our knowledge the program is unique. Since we began in 1996, we have produced a PowerPoint presentation of our Emerging Scholars, a brochure, and notices in our campus newsletter. Wayne Hacker, one of our main speakers at the 1996 banquet and a doctoral candidate in mathematics at the University of Arizona, has received the Missouri Community College Association Outstanding Alumni award. In addition, our program received significant coverage in the campus student newspaper, the *Forum,* and it was the subject of the lead article in the most recent Florissant Valley *Alumni News.* The value of the Program was acknowledged when it received our campus' Innovation of the Year Award and St. Louis Community College's Innovation of the Year Award sponsored by the League for Innovation.

The program is easy to replicate. It has immediate appeal to administrators and board members. One only needs help from an institutional research office to find current students who fit the profile. The cost of the banquet and awards requires minimal support by various budgets on a campus.

The Emerging Scholars Awards program goes to the heart of the purpose of our educational institution. It promotes and recognizes student academic achievement. It is true recognition of hard work and learning. It shows success, and it goes directly into the classroom. It sends the message that developmental students can succeed at the highest levels.

Emerging Scholars is an effective way to demonstrate to all developmental students that superior academic performance is possible for them. The more this message is promoted throughout the campus and the college, the greater the possibility of developmental students adopting a positive attitude about their educational efforts.

The program is cost effective in two ways. First, even though the College incurs some cost in sponsoring the banquet and the awards given, the good will and enthusiasm generated by the program far outweighs the dollar cost. Students are encouraged and faculty and staff are motivated. These benefits all rebound to Florissant Valley's credit. Second, with greater and greater promotion of the program, we expect to see much improved student performance in developmental courses, and therefore, fewer students repeating courses.

This program is very timely. It was begun at a time when the percentage of developmental students is increasing. It also comes at a time when academic performance continues to decline, not only among developmental students but across the board. This awards program is off to a winning start. It has a great deal of momentum and outstanding potential to motivate students and faculty alike.

Networked Career Services

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Black Hawk College has networked career services among five sites as well as in the community. Networking the career services system has created a powerful learning environment and continues to produce learning for both students and the institution.

The mission of Black Hawk College's Career System is to network workforce preparation services including: information and referral services; career and life planning/management education and career training; and employment transition; for the purpose of student learning as they pursue their career goals and assisting students alumni, employers, and the community in developing a qualified, competitive workforce.

The old career model reflected five independent systems with no shared goals or method of communication. Job development and placement services were administered independently and career service were primarily focused on college credit students. The shift to new thinking and sustained growth has been achieved through learning organization principles. Our six-step process for organizational change can be adopted by other colleges.

Step One: Top management guides the process by sharing emerging visions with newly created work teams. Consider the internal environment: existing baseline research, board priorities, mission and strategic plan, administrative indicators, organizational ends, and your personal vision for the organization. Consider the external environment: local, state and national initiatives. Look externally for the needs of your service regions, new opportunities and competitors' activities.

Step Two: Develop a shared vision by establishing a cross-functional team that represents all facets of the college community. Communicate emerging visions and measure existing reality of services, competitive advantages, accountability expectations, then assess opportunities and describe new directions.

Step Three: From the large, cross-functional team, select an active leadership work team to develop a shared meaning to accelerate the change cycle. Utilize self-managing techniques to develop shared vision and purpose. Identify objectives, strategies, time lines and define outcomes in terms of process and student success. This active leadership work team designs a comprehensive communication infrastructure and the implementation plan.

Step Four: Formation of cross-functional networking committees with flexible membership will provide momentum for implementation of the plan. The active leadership work team coordinates and provides leverage for the networking committees.

Step Five: Measure the new existing reality, evaluate the process or path, and evaluate student learning outcomes. All three measures will produce team learning and expand the realities for all teams.

Step Six: This is the daily living stage as the new mental models direct modification of objectives, strategies, and timelines. Service providers tap the creativity of their respective colleagues and work in synchrony in this new climate to deliver innovative career services.

Indications for success of Black Hawk College's Career Services System include a network of technology, combined human and physical resources, enhanced communication, and progress toward, seamless education, training, and placement, all designed to meet learner objectives. Modular workshops tailor career services to individual needs. Distance-free learning provides flexibility. The word is out about the new career services through student and community publications, presentations at faculty department meetings, and informal conversations on campus. Site and system data provide measurement of student success indicators. The College-wide community is kept abreast of information by electronic mail and notice boards. The foundation of the Career Services System is based on a systems approach that will sustain growth and change.

Selling Workforce Development—CPCC CTC

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Introduction: When Central Piedmont Community College (CPCC) formed the Corporate Training Center (CTC or the Center) in February of 1997, the need for thinking "out of the box" with regards to organization and marketing strategies became clear.

The administration for the College envisioned an organization that would 1) compete head-to-head with private training vendors, 2) cover all of its expenses and eventually earn a profit, using a self-supporting business model, and 3) become a flagship division of the College in terms of administrative structure, support processes and responsiveness to customer needs. In order to fulfill these objectives, Paul Koehnke, Assistant Dean and leader of the Corporate Training Center, created an organizational structure comprised of teams. The Marketing Team—their structure and work—is the focus of this proposal.

Innovation and Creativity: The first step in creating this new organization was to pull individuals from each functional area of the Center and assign them to be a part of ongoing Teams utilizing individual skills, interests and strengths. The cross-functional representation within these Teams ensured that marketing strategies/activities and issues of the Center would receive sanction, attention and buy-in from all areas of the Center. Each Team meets when necessary to accomplish the areas of responsibility set for each and contributes to the Center's marketing strategies and activities. The Teams include the: 1) Sales Team, 2) Marketing Team, 3) Computer and Communications Team, 4) Facilities and Furniture Team, 5) Futures Team, and 6) Administrative and Training Support Team.

The Marketing Team, for example, meets once a week to tackle the marketing initiatives for the Center. Marketing planning occurs in the spring of each year, prior to the July 1 fiscal year beginning. The Team monitors expenditures and awareness through the fiscal year and Mark Little, the Team leader, is the liaison to the college marketing department. Mark also sits on the Center's Sales Team to instill the Marketing objectives and assist those who meet with Customers with Marketing tools and expertise.

Unique Marketing strategies include:

- TuitionSavers listserv (classes are offered at a discount if not filled to capacity by using the Internet)
- Sales Team (the Team responsible for face-to-face and telephone contact with client companies/businesses)
- Sales Blitz (a periodic effort by the Sales Team to "blitz" a Business Park with face-to-face contact and marketing materials)
- Open House (an invitation to Customers and potential Customers to be our guests to view the Center and hear about the Center's product lines)
- Breakfast Seminars (a free opportunity for Customers to experience an overview or mini-session from one of the Center's offerings)

Our marketing efforts have also included our internal Customers. The entire college community received a brochure with the CTC's staff and their responsible product areas at the Fall Conference. That way, any individual could know what we do and refer potential Customers to the Center. The Center also sponsors a monthly Lunch N' Learn program for CTC staff so that each can know our product lines and systems well. Each month, a specific program/product area or internal systems issue is featured in an hour-long session.

Adoption/Adaptation by other Colleges: The CPCC Corporate Training Center is receiving national attention for its organizational and marketing initiatives. In recent months, the Center has been visited by representatives of the Council for Adult and Experiential Learning, Job-Link Career Center (a school-to-work initiative), the Louisiana Community College System, AACC, the League for Innovation, the Charlotte Region Workforce Development Partnership, Stafford County, VA, and the Consortium for Community College Development.

Indications of Success: CPCC's Corporate Training Center is a Customer-driven and multi-resource training provider with a mission to assist Charlotte/Mecklenburg businesses and career-minded individuals by expanding the job skills of individuals and strengthening the productivity and competitiveness of business. The Center accomplishes this purpose by doing what we do best. Namely, by providing quality education, training and consulting services which meet the human, business and technological needs of our Customers. This purpose requires a fundamental commitment to value-added delivery excellence, a supportive, caring, learning environment, and a state-of-the-art facility.

One of the Center's initial efforts was to design and implement a strategic plan and effective organizational structure that would ultimately serve our Customers in the best way possible. That effort followed on the coattails of writing vision, mission (shared above), and value statements which guides the decisions and efforts of all our activities. That's the foundation of our success.

The overriding symbol of success for the Center's activities is the meeting of a sales goal for the fiscal year. Analysis of financial data indicates that, as of February 1998, the Center has current revenues of approximately $650,000, halfway toward a goal of $1.2 million. The Center has served approximately 4,000 Customers representing 225 businesses/companies.

Powering Up Customer Service At College Of Dupage

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College of DuPage launched an unprecedented effort in providing heightened customer service awareness and training in the fall of 1996. Funded by an internal grant initiative fund, the goals of the effort were to establish an "Exceptional Customer Service Team" that would lead the effort in educating the college community about customer service, develop a strategic plan for providing workshop and hands-on professional development activities and tailor assessments and training for specific units who requested in-depth customer service assistance.

Activities and objectives accomplished to date include:

- Establishing of a cross-functional customer service team (faculty, administrators and classified staff to lead the effort.
- Developed a "Spirit of Service" mission statement that was delivered to each unit in the college for prominent display.
- Offered staff development training to the entire college. With an interactive video component (Lily Tomlin's "Dealing with Disappointed Customers" and "The Seven Deadly Sins") the team members facilitate lively discussion on proven ways to improve customer service.
- Established customer service "comment" boxes where any student or staff member may nominate individuals who give them outstanding service. Over 60 "awards" have been awarded thus far. Each nominee receives a Customer Service pin and is eligible for a drawing for an outstanding award and prize at the end of the year.
- Organized a "Spirit of Service" day where customer service was highlighted and staff encouraged to participate and spread the word concerning excellent customer service. A customer service quilt will be made by the college as a whole.
- Worked with 4 units of the college on individual customer service projects they each determined. For example, Custodial Operations was one unit that focused on a cleanliness campaign as part of their customer service activity.

In all, the Spirit of Service has had significant outreach to the community and exposure to heighten awareness, gain support, foster healthier interaction with constituents both internal and external and made customer service a priority within the College of Dupage community.

Voice Lessons: A Community College Studies Itself Through Teacher Research

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In fall 1996, College of Lake County supported a cross-disciplinary class to train teachers in qualitative methods to study teaching and learning in their classrooms. In creating this program, the college recognized that no single research design or set of assumptions enables teachers to fully know their experience, so the use of more research methodologies leads to greater awareness. The College of Lake County program is unusual because, although there has been recent support for qualitative research in many graduate programs, participants in these programs rarely share a research site as our teacher-researchers have.

The teacher who created the class adapted her experience as a student of Glenda Bissex, who pioneered case study research in writing and reading. As this teacher created a collaborative classroom where she facilitated her colleagues' research, she and they developed a greater awareness of how their personal and professional identities situated them in their classrooms. While studying their students together, they also studied themselves as both teachers and learners in the unique College of Lake County culture.

The teachers worked formally on this case study project from fall 1996 through summer 1997. Throughout, they reflected on their research in their teacher journals and in teacher talk in and out of class.

In the fall Case Study Design class, teacher-researchers read case studies, practiced data collection and interpretation methods in their classrooms, and drafted proposals for their own research about something which puzzled or confused them about their teaching. These became their cases. Cases which grew out of questions about curriculum projects included studies of unrealistic student self-assessment in a composition grading project, of silence in a Women in Literature class, and of students' inability to integrate personal and academic voice in a freshman composition class. Cases which explored teaching methods included studies of collaborative grouping in a chemistry class and of capstone discussions in U.S. History. A teacher with questions about student work studied non-native speakers' (NNS) coping strategies in math and architectural drawing classrooms.

In the spring, participants met in the Case Study Fieldwork class as they studied their own cases, gathering and interpreting information in three portfolios which became a record of their research process. Their case study questions determined their data gathering methods: some taped classroom activity, then studied transcripts. Others studied student interviews, small group interaction, student writing and/or questionnaires. All involved their students, who readily became informants, even co-researchers with them, answering journal questions and looking deeply at data with them, thus giving them multiple lenses through which they probed more deeply into their questions.

In the summer Writing Workshop and Analysis class, participants worked in conferences with the facilitator, in writing groups, and in workshops as they drafted their case studies, placing their stories in the context of relevant research on their subjects. They continue to collaborate as they revise their case studies for possible publication. Because of their research, experienced faculty have been invigorated, and new faculty have had the opportunity, often for the first time, to reflect on their teaching and to create their teaching identities. All have seen positive changes in their teaching: one has expanded the time she gives her grading project and enhanced student self assessment; another has revised her syllabus to give students better ways to integrate personal and academic voice; a third continues to make her chemistry curriculum more learning centered because she found she had incorporated group inquiry into a teacher-centered pedagogy which fought against collaboration; a fourth uses her findings to better prepare her ESL students to negotiate in other classes.

Class members have also shared their work with others at the college. A fall 1997 orientation week presentation drew a surprisingly large and enthusiastic audience of teachers and administrators. Although teachers in the social and physical sciences sometimes question the validity of qualitative research, a biology teacher asked the school to support more such presentations in lieu of expensive outside speakers; many asked that the class be repeated and expressed a desire to participate; a psychology teacher called the presentation "interesting but disturbing because it made me look at my own teaching;" a business teacher later created a collaborative jury duty project for her law class. Our teacher researchers have also created ESL modules for the Writing Center and Professional Growth classes to share their findings and to train new faculty.

Outside of the college, they have provided materials and support for faculty at other institutions who wish to create similar projects, collaborated on the case study strand of the National Reading Initiative sponsored by National Council of Teachers of English, and participated in a National Science Foundation grant project with other local community colleges to promote learning-centered practices in the chemistry classroom. They have also presented their findings at local and national conferences and will present at a global conference on language and literacy in France this summer. All class members have contributed to a book about their case study experiences which is currently being reviewed for publication.

Although initial support for this teacher research project came from the college's assessment budget, it seems more logical to offer it through the Professional Growth Center for two reasons: case study, particularly at a shared research site, promotes teacher self reflection, and, experienced collaboratively as it was at College of Lake County, it is particularly empowering because it invests teachers with the authority and responsibility for their own professional development.

Replication or adaptation of our program is certainly possible. Interested schools do not need expensive outside experts, but they do need a teacher-facilitator who is familiar with the case study and writing process and who will foster a collaborative environment to allow participants to create the class together. The college should also commit money to start a teacher research library and to provide teachers with stipends, credit for lane movement, and/or released time to give them sufficient opportunity to reflect on their experience.

Automotive Technology Program

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We feel the Initiative, hereafter referred to as the Cuyamaca College Automotive Technology Program, is exemplary because of the following:

- it is both innovative and creative;
- its successes and achievements can be adopted or adapted by other colleges;
- its achievements over the years have helped thrust this program into a success not only at Cuyamaca College but also among its peer providers in the region, the state, and the nation.

Cuyamaca College's Automotive Technology Program began with classes in the spring of 1980. Immediately—in May of 1980—the College faculty reached out to link with their neighbors in the feeder high schools by sponsoring the High School Automotive Skills Day Competition in cooperation with the Automotive Services Council (ASC) which represents independent automotive repair shops in the region. This tradition of linkages with the high schools has continued today as 1998 marks the nineteenth consecutive year that the College and the ASC have partnered to co-sponsor this annual event.

As an example of partnership with Statewide agencies, in 1986 the State of California Employment Training Panel (ETP) awarded the Program a $65,000 grant to re-train technicians in computerized engine controls.

The Program continued to gain momentum as far as the national level when in the fall of 1988, the Ford Motor Company partnered with Cuyamaca College to establish a Ford ASSET training program. The College established a national record by bringing the local program on-board in less than seven months.

The Program continued to grow during the early 1990s during which time satellite training partnerships were established with Nissan and Isuzu Corporations. In 1994, the Program was evaluated by NATEF and received a dual Master ASK Certification for its ASSET as well as its general automotive programs.

To further add to its recognition of success, in 1995 the Automotive Technology Program was awarded a $35,000 State of California Advanced Transportation Technology grant to train its instructors in alternative fuels technology. This grant and its outcomes could be and have been adopted by other colleges.

Always striving to keep up with technology, the Program continued to demonstrate its innovativeness and creativity by applying for and being awarded a $164,000 Economic Development Grant from the State of California Community Colleges' Chancellor's Office in 1996 to train current and future technicians in emerging technologies. The grant provided the teaching of OBD II, advanced Scan Tool Techniques, Internet training, Digital Storage Oscilloscopes (DSOs) training, Windows 95, and other cutting-edge technology training. The grant outcomes could also be adopted or adapted by other colleges.

In another innovative and creative display, in 1996 Hunter Engineering, an International Corporation, entered into another industry partnership with Cuyamaca's growing Automotive Technology Program by installing more than $85,000 worth of its brake, alignment, and tire service equipment in the College's lab as part of a training partnership. Because of the Program's excellent reputation for success, Hunter Engineering made the unusual step of first approaching the College.

In 1997, the Cuyamaca became only the third college in California to be selected by General Motors to become an ASEP Training Site—again Cuyamaca set a national record by bringing the program on-board in less than seven months. When the ASEP program was added to the College's list of industry partners, Cuyamaca became a member of an elite group of less than 30 colleges nationwide to boast both Ford and General Motors industry training cooperatives.

The Program's most recent/current project is a training alliance the College is developing with Firestone to provide entry-level technicians for their stores in the San Diego area.

SUMMARY: Cuyamaca College Automotive Technology Program Partnerships and Linkages include the following:

- Automotive Services Council
- Local High Schools
- State of California
    - Chancellor's Office, California Community Colleges
    - Employment Training Panel
- Ford Motor Company
- Nissan Motor
- Isuzu Corporation
- NATEF
- Hunter Engineering Corporation
- General Motors Corporation
- Firestone

The Learning Community—A Way of Life

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Staff Development at Cypress College is a vital force in promoting the college's vision of "building a college-wide learning community." In fact, the program's underlying philosophy is that staff development is not what an institution does to its staff, but what each individual does to facilitate personal and professional growth and renewal. It is of utmost importance, however, that those individuals come together and move collectively toward that shared institutional vision.

The Staff Development Committee "is committed to strengthening our college community by providing opportunities for the professional and personal growth of all members of the Cypress College staff." Furthermore, there is a commitment to making staff development a shared effort involving the total staff, to making it a staff-driven process, and to offering an eclectic array of staff development opportunities. The committee is both focused and dynamic, and serves as a model of shared governance on the Cypress College campus. Membership includes representation from all segments of the college community, with all members having equal input in the decision-making process.

The committee is responsible for setting staff development goals based upon a formal needs assessment and for assuring that the goals are consistent with the college's strategic plan. Current goals include: (1) To promote student learning through effective teaching and instructional innovation; (2) To promote student success through the strengthening of support services; and (3) To promote shared governance through the creation of a campus climate characterized by trust, high morale, and open communication.

The Cypress College staff development program consists of a variety of activities intended to meet those goals in the context of "building a college-wide learning community." Some of the innovative programs include the Academy of Teaching and Learning (a year-long program of orientation and support for new faculty and their mentors), the Classified Retreat (an off-campus two day event with "Becoming Partners in the College-Wide Learning Community" as the theme), the Leadership Academy for Managers (a year-long program focusing on the development of management skills), the All College Colloquium (a two-day intensive exploration of "Setting Our Sights on LEARNING to Enhance Student Success"), and several unique Recognition Programs (intended to recognize the commitment of our staff to the goals of our college). The "Step Above" award is the most recent innovation, a "traveling award" that recognizes random or special efforts and acts of kindness or compassion on the part of individual employees. Recipients are selected by previous winners, there are no formal parameters for the award, it and can travel across campus and between employee groups.

In its attempt to bring staff development in line with institutional goals and priorities, the Staff Development Committee also provides a grant program which encourages individual staff members or groups to apply for funding to attend conferences, to engage in departmental or divisional projects or conduct workshops/retreats, and/or to bring outside experts to the college to facilitate professional development. Proposals are judged competitively on such factors as clarity of goals and objectives, justification for requested funds, sound evaluation strategies, and general merit in terms of professional development.

All elements of the staff development program are evaluated on an on-going basis. Evaluation instruments are specifically designed for the activity or program, and include such elements as: the quality of the activity/program/conference, knowledge gained and application to the work environment and/or classes taught, behavioral and/or attitudinal changes and institutional impacts. The information compiled serves not only as a measure of success, but also as an important element in the planning of future staff development programs and activities.

It is our belief that the Cypress College Staff Development Program is vibrant, inclusive, comprehensive, and innovative, and that it embraces and supports the mission, directions, and goals of the college.

Training Faculty to Teach at a Distance

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In 1995 the University System of Georgia's Office of Information and Instructional Technology (OIIT) began collecting data on the breadth and depth of distance learning activities around the state. One of the earliest surveys was designed to determine what percentage of full-time University System faculty were teaching or had taught at a distance. The figure at Darton College was ten percent, or approximately ten instructors.

By the time we received the OIIT survey, Darton College was fully committed to distance learning. As we worked on our response to the survey, we realized that the loss of only a few key instructors could jeopardize our entire distance learning effort. As a result, we made a commitment to increase the number of faculty with distance learning experience to twenty-five percent and determined that the best way to accomplish this goal was to develop and implement a comprehensive faculty/course development program that would serve two primary purposes: increasing interest in and enthusiasm for distance learning among faculty members, and providing the college with a well trained cadre of instructors with courses ready to be taught in a distance learning environment.

To fund our faculty development program, we applied for and were awarded funding "to develop faculty ability to teach effectively over distance learning media and ensure student learning competencies are consistent with learning competencies in traditional delivery courses" under the University System of Georgia's Distinguished Professor of Teaching and Learning Program. We received $45,000 in state funds to offset the salary of the Distinguished Professor, who would be responsible for leading our faculty development program, and the college contributed an additional $25,000, which covered the costs of equipment and supplies necessary to implement the program.

The development of our faculty training was grounded in our belief that when given the time and support necessary to develop distance learning courses properly, faculty will create an instructional program that is innovative, comprehensive, and rigorous. Toward that end, our training program was designed to be as flexible as possible, offering a combination of workshops and individual instruction to participating faculty members. Our primary objective was to cultivate the knowledge faculty need to develop distance learning courses, while providing sufficient time for course development itself. The distance learning faculty development program that we ultimately implemented offered a combination of instruction in pedagogical methodology, hands-on training with instructional technology, individual course design and class preparation, group support, and mentoring.

Workshops were given in the following order, with the first eight meetings taking place during the initial two weeks of the program after which meetings were held twice monthly:

Session 1:	Orientation to the program
Session 2:	Review course proposals
Session 3:	Tour of campus facilities and overview of available instructional technology.

Session 4:	Preparing graphics for use in distance learning classes
Session 5:	Producing multimedia presentations for the classroom
Session 6:	Teaching in an interactive distance learning environment
Session 7:	Teaching courses on cable television/video tape
Session 8:	Teaching via the Internet
Sessions 9-24:	Course development updates/ Technology seminars as needed

Primary training in pedagogical methods appropriate in the various distance learning environments the college supports and the application of various instructional technologies in distance learning courses was conducted by Darton's Distinguished Professor of Teaching and Learning and the Coordinator of Distance Learning and Instructional Technology, who also developed a training video, the "Dos and Don'ts of Distance Learning." Academic computing specialists provided specific training on computer hardware and software as well as continuous service and support when the courses were implemented.

Because we recognize the significant investment of time and effort required of instructors as they port traditionally-delivered courses to the distance learning environment, we included as part of our training program a significant amount of time for individual course development and preparation, and incentives which included release time, overload pay, and increased access to travel funds for professional development. We also instituted a peer-to-peer mentoring system, allowing instructors to work cooperatively to solve the pedagogical challenges of distance learning.

In addition to participating in all scheduled workshops and seminars, participating faculty agreed to:

1. Offer a minimum of one course via distance learning during the 1997-98 academic year.
2. Attend a minimum of one distance learning or instructional technology conference during the 1997-98 academic year.
3. Submit at least one proposal to present on a distance learning or instructional technology related issue at a professional conference during the 1997-98 academic year.
4. Submit a minimum of one distance learning-related article to a scholarly journal for possible publication.

We believe requirements 2-4 in the above list to be especially important components of our faculty development program because they increase the program's scope by encouraging participants to examine distance learning's overall impact on their discipline and on higher education in general. We believe this broader focus is critical to the continued success of distance learning because it promotes interdisciplinary and inter-institutional dialogues.

Faculty response to our training program far exceeded our initial expectations, and ultimately eighteen instructors were chosen to participate in the pilot group. Of the original eighteen, sixteen completed the year-long program and will offer their newly developed courses during the current academic year. Moreover, their enthusiasm for distance learning remains high, and they are continuing to collaborate with one another across their respective academic disciplines.

Twenty-five percent of Darton's faculty are now prepared to teach at a distance, and that number will increase as we continue our faculty development program for a second year. The influx of new instructors and new course offerings has placed distance learning firmly in the instructional mainstream at Darton College, and we can now envision a day when being asked to teach a distance learning class gives faculty no more pause than being asked to teach any other class.

A Collaborative, User-Friendly Approach to Learning Support for ESL Students in College-Level English

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At all campuses of DeKalb College, instructional support centers (ISS) provide tutoring services in English, Reading, and Mathematics. The Dunwoody ISS has been fortunate to hire staff members, all of whom have had at least an undergraduate education. The present writing lab staff includes five with undergraduate degrees and six with master's. Four of these have served ten, seven, six, and three years, respectively. Such continuity has proved a strength in meeting support needs of 4,902 students.

In fall 1997, the Writing Program Administrator joined with the ISS Coordinator and the Acting Director of English-as-a-Second Language in planning a collaborative initiative for a new kind of regular assistance to ESL students experiencing problems in freshman composition courses. Instructors in those classes were concerned that many of the ESL students' shortcomings were related to skills and grammatical concepts not covered in depth in the courses. For its part, ISS always tried to help these students when they came to the center; but ESL students seemed especially reluctant to cross the ISS threshold.

With winter 1998 as a target date for the special assistance, the Writing Program Administrator met in fall 1997 with the ISS Coordinator and Acting ESL Director to establish guidelines and to offer ISS tutors workshops in understanding and working with students of various first-language backgrounds. The ESL Director and two ESL faculty members conducted two such workshops in the fall. Planners agreed to limit the initiative in numbers served as well as in scope. Most importantly, students' use of it must be completely voluntary; and to reduce intimidation and anxiety, every effort must be made to maintain ISS' user-friendly reputation.

The initiative began on schedule. In keeping with the small-scale framework, seven instructors were selected (based on the number of ESL students taught in fall 1997). After administering a diagnostic writing sample to all students, the seven instructors were to choose possible ESL candidates and to meet with them privately to invite their participation in the program. A positive response would be followed by the student's signing a contract which eventually was returned to the student.

Lest the word contract sound an ominous note negating user-friendly, tutors will never refuse a reasonable request for help. The tone of the entire contract is non-threatening, although students must agree to comply with its terms. These terms stipulate writing one essay (in addition to essays required for their composition classes), each week for eight weeks in the library, with topics furnished by ISS. Students must further allot twenty to thirty additional minutes in ISS for feedback about the essay. Papers are filed in a folder in the ISS writing lab, where the instructor can review progress and privately comment on it to the student. These essays are not graded. In fact, no marking is made on the paper. The strategy is to select two or, at most, three areas for comment and assistance. These areas come from among those listed on a referral form on which the instructor has previously checked principal difficulties. The tutor comments in a block at the bottom of the referral page. At the end of winter quarter, students will write a final essay in class, which will be compared with the diagnostic. Whereas the actual final grade is reserved to the instructor, a committee comprised of the instructor, Writing Program Administrator, ESL Director, and another faculty member will evaluate the progress of each student participant to determine whether the program has provided the measure of support envisioned and to judge whether it should be continued as it is, enhanced, or reconceived.

What, then, is "innovative and creative" about this initiative? Certainly, a pilot program with a limited approach is new, particularly in the program's insistence on replacing the "shotgun" offensive. This is a building offensive, beginning with effecting a change in attitude, setting up small goals, but also making possible large triumphs in the meeting of those goals. In addition, user-friendly does not imply enhancing self esteem only. The program creates a total context, starting with a discreet instructor who eases the needy student into an atmosphere of amiable yet focused, accurate tutoring. Students are encouraged to set the same day and time for their assistance, making it likely that the same tutor will be on hand.

DeKalb College's initiative is readily adaptable. If only student tutors work in the instructional support centers, carefully chosen students can be given intensive training and can work under the continuing guidance of instructors and writing lab coordinators. In fact, the Humanities Writing Administrator hopes to see a similar initiative put into motion at the other campuses of DeKalb College. Ideally, however, hiring staff comparable to that in the Dunwoody center would facilitate efforts to bolster skills in this special way. The program's beginning so recently precludes the citing of meaningful data indicative of success or demonstrable change. A few favorable signs, nevertheless, raise expectations. For example, of eleven students who signed contracts, five were referred by the same instructor, evidence of that instructor's good relationships with his students and the ISS. An additional plus is one tutor, a Peace Corps veteran, who learned first hand the frustrations of being in a foreign country and not knowing its language. Tutors' flexibility surfaced as well when a student said she would miss a week but would be there the next time. Her tutor immediately accepted the student's alternative. Also, another student returning for her second visit saw that her original tutor was busy but refused help from the others. Her initial encounter had established a bond that can only bode well for the ultimate results.

As long as one student signs a contract, ongoing administrative oversight, with corrections and refocus of guidelines when necessary, will continue to accompany tutoring that blends competency with respect and kindness.

International Initiatives Program (IIP)

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The International Initiatives Program (IIP) seeks to change both the culture and the climate of Florence-Darlington Technical College (FDTC) by creating a "foreign exchange friendly" environment. FDTC is located in the Pee Dee region of South Carolina, a fairly rural and provincial area of the southeast. While there are many admirable qualities of this area, it lacks cultural diversity. Students who come to FDTC are largely WASPS or African-Americans who have relatively little knowledge of cultures outside the southeast. Furthermore, our students come primarily from the lower economic strata and thus lack the means to travel and experience a wide diversity of cultures. Therefore a creative, low cost, low risk-taking solution was needed to internationalize the campus.

The IIP internationalizes the college campus through two stages: curriculum and staff development, and faculty and student exchanges. The second stage builds upon the first and seeks to widen the cultural and climate change on the college campus. By taking the stage approach, the college was able to lay the groundwork to get both faculty and students to take what they perceived as a major risk: foreign exchange.

Due to the lack of cultural knowledge of both our students and faculty, FDTC began by joining the South Carolina International Educational Consortium (SCIEC) which in turn won two Title VIA grants to internationalize the curriculum of South Carolina's technical colleges. The first grant paid select instructors to internationalize current or create new courses with international themes. During this grant, FDTC developed HIS 222, Global Women's History and PSY 115 Industrial Psychology. In addition, international material was infused into EGT 110, Engineering Graphics I. This first grant also gave faculty the opportunity to attend various conferences and workshops designed to increase their knowledge of international topics in their discipline. The second grant built upon the first by identifying key subject areas which cross most curricula and would therefore impact the vast majority of our students: business, communication, humanities, and social sciences. The second grant also sponsored mentors located at area technical colleges who became our local experts in the four subject areas and then mentored colleagues in developing modules or materials for infusion in their current courses. We currently have twelve faculty internationalizing nine courses.

The second phase of the IIP was to then develop a way that faculty and students could spend time at a foreign institution with minimal cost and perceived risk. Compounding these limitations is that the majority of our population speaks only English. With this in mind, we chose to begin our exchange with a Canadian institution. We now have written agreements with two Canadian colleges and are in the process of developing agreements with other institutions in Canada and the Caribbean. These agreements allow for faculty and student exchanges. Exchanges have thus far taken place with one of these institutions. Two faculty from each of the schools have taken or plan to take a total of six short term exchanges. The cost was kept at a minimum by utilizing a reciprocal host arrangement. Instructors involved in the exchange program take turns hosting and being hosted by their counterpart. While at the host institution the faculty provide lectures in their areas of expertise and act as recruiters for their home institution.

By having the faculty go on exchanges first, the students were given the opportunity to diminish many of their initial fears of going on an exchange. Again in order to minimize the cost and to maximize the cultural experience, the students are provided with home-stays. We have had six students come to FDTC over three semesters with an expectation of four students arriving in the fall of 1998, and two more faculty exchanges forthcoming this year. The students who come or who return from an exchange are interviewed by the campus newspapers and do guest lectures in classes and for clubs on and off campus. The students involved in the IIP have the option of earning one or all of the following: an exchange certificate indicating participation in the program; a diploma from the Canadian college denoting completion of their academic requirements; and/or a degree from FDTC indicating completion of our academic requirements.

There are three internal developments which occurred as a result and/or along side of the IIP and which demonstrate the depth of the cultural and climate change at FDTC. The first development was the updating of the college mission statement to include: "The educational experience will have an international perspective which enhances the students' marketability in today's global economy." The second development was the college's sponsorship of the Pee Dee International Festival for five consecutive years. The final development is the anticipation of an international page as part of the FDTC website by May 1998.

"Users Teaching Users"

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A common in among higher education is that while institutions have expended significant resources on computer technology, the proficiency level of faculty & staff is woefully inadequate to exploit these resources for instruction and student assistance. During the late fall of 1997, along with a major expansion of the LAN to include desktop PCs for all employees, Florence-Darlington Technical College also developed an innovative training plan to address this condition. The Plan Objective is to develop computer proficiency among all college employees for the purpose of increasing the efficiency and effectiveness of instructional and support processes, especially in light of the increasingly intensive technology demands faced by our students and graduates, and the requisite of computer proficiency as a job expectation.

These skills will include the use of personal computer operating systems, applicable network functions, student advising system, office applications, information search and retrieval, communications, and specific software/hardware operations required by respective job responsibilities.

The traditional approach of offering workshops, whether in-house or out-sourced, usually conducted by those with computer science credentials, has proven inadequate. It is the methodology itself which is at fault, requiring a large commitment of time away from one's primary job responsibility, occurring in a format far removed from "point of use," and dealing more with generalities than specific, job-directed functions -- resulting in weak incentive, participation, and knowledge retention. A related approach of creating a large "educational technology" or "multimedia lab," usually designated for faculty, often results in a room of underutilized, expensive technology, with only a small percentage of faculty using presentation applications in instruction.

The key to creating college-wide computer proficiency, and in integrating this proficiency into our instruction and support, is the proven, one-on-one or small-group teaching concept (sometimes referred to as "conference" teaching). A group of twelve employee-tutors was formed. This group, with the participation of Information Resources Management, developed a series of 1-hour "focus session" syllabi designed to meet the skill needs of different users—for example, "Win95 Operations & Best Practices," "Terminal Emulation & VAX Application Principles," "SIS+ Functions," "the Web," "Internet e-mail." (These syllabi/sessions reflect an incremental increase in skill levels; users progress accordingly.) Group members spend 2 hours/week as tutors. Throughout the term, employees arrange for 1-hr. sessions by calling a volunteer training coordinator, who schedules an available tutor. A record is kept of all tutoring sessions and skills taught. A full-time help-desk support person was hired to provide immediate technical support as users practice the skills. A record is also maintained of help-desk questions to determine areas which need special focus.

As the program progresses, those who have been tutored are asked to tutor others at the appropriate skill level, making a small commitment of 1-2 hours/term. This last element is essential for this training plan to succeed. Computer competency will remain a continuing education process and will not exist as a result solely of a small, designated group of trainers. As each person develops skills, he or she must pass these skills on to someone else, who will in turn pass them on. This process must involve all areas of the college and all levels of organizational responsibility. It is anticipated that this aspect will become the basis of the program's continuation and will lead to all college employees possessing a uniform core of computer skills upon which the college will base further training and support. Response by employees to this program since its implementation at the beginning of the spring term (Jan. 1998) has been enthusiastic (15-18 completed tutoring sessions each week), indicating at this point that the Plan Objective will be met.

Fostering Self-Reflection: A Faculty-driven Evaluation System

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In the spring of 1995, Frederick Community College, a comprehensive community college of 4,500 students, reorganized the academic services division to create an academic culture which facilitates student learning, empowers the faculty in academic decision-making, and supports innovative programs. The faculty had perceived the previous administrative structure as hierarchical, administratively top-heavy and, at times, intellectually stifling. Three changes were initiated to promote the climate that faculty and administration sought:

- The academic leadership was reconfigured from three associate deans who were permanently appointed, full-time administrators to seven faculty-elected department chairs serving three-year-terms. The chairs serve as departmental facilitators, mediators, and monitors of faculty performance.

- Savings from the reorganization were reallocated to faculty stipends for innovative program development.
- Most important, the faculty evaluation system was thoroughly revised to be peer-driven and focused on reflective teaching.

Prior to 1995, the faculty evaluation process at FCC consisted of student ratings, a yearly self-evaluation, classroom visits by associate deans, and yearly evaluations/ recommendations. It was largely a private, hierarchical process with the major responsibility assumed by the academic administrators. After almost two years of research and development by a faculty committee, a new evaluation system has been developed and implemented.

The new, peer-evaluation system reflects the philosophy that continual reflection on one's teaching is critical to professional growth as a faculty member. This reflection may occur in private and in dialogue with colleagues. The new system is intended to foster this reflection. While many of its components are common to other faculty evaluation models, FCC's use of these components is unique and includes widespread faculty involvement.

These components are:

- student rating form
- self-evaluation
- peer classroom observation
- portfolio
- department chair assessment

These elements distinguish FCC's evaluation system.

Portfolio: The faculty portfolio is the centerpiece of the evaluation process at Frederick Community College because it is totally faculty driven, and is flexible in that the faculty choose what to address and what to include as documentation for their narrative. It is a particularly good instrument for fostering personal reflection on teaching. Thus, the faculty portfolio is an appropriate way for faculty to present their performance for review. The portfolio also reflects activities in service to the College, the profession and/or community. Portfolios are submitted by probationary faculty in each of their first three years, faculty requesting promotions, and by faculty on continuous appointment in a five year cycle. It is expected that the use of the faculty portfolio will promote discussions of teaching among faculty members. Portfolios submitted during the probationary period may be less extensive than those submitted by more senior faculty. The portfolio should be updated continually to represent faculty performance since hire or applying for the last promotion. It is used officially only on the regular evaluation cycles.

Promotion and Equivalency Committee: The Promotion and Equivalency Committee (PEC), comprised of one faculty member from each department, is charged with the responsibility of evaluating faculty performance through a review of portfolios at key points in the faculty member's career at the college. The Promotion and Equivalency Committee recommends faculty for promotion and continuous contract (FCC does not have a tenure system) and awards credit for educational experiences which are not graduate credit. PEC members serve for one year with the elected chair serving as ex-officio member the next year.

Peer Review: Peer review is a good way to facilitate reflection on teaching skills. The success of peer review requires that faculty develop a culture of trust for one another and that the language throughout all peer review pieces in the evaluation process be descriptive rather than evaluative.

Two classroom observations, one formal and one informal, constitute a peer observation cycle. Faculty on probationary contract must complete an observation cycle each semester of the first year and one cycle in each of the second and third years. Faculty on continuous appointment must complete an observation cycle once every five years. Faculty must complete one peer observation cycle in the academic year prior to their application for promotion.

Peer observers are taken from a pool of 10 full-time faculty members who are trained in making classroom observations and writing descriptive summaries. A Chair elected by the pool will coordinate the activities of the Peer Observation Pool. Each faculty member serves a 3 year term. The pool consists of one volunteer from each department plus three at-large volunteers. Members of the Promotion and Equivalency Committee (PEC) are excluded from the pool.

Faculty Evaluation: Oversight and monitoring of the process is handled by a faculty member with some reassigned time. For assessment of the process, a faculty survey was developed and completed before the implementation of the FCC evaluation process. A follow-up survey will be completed after the second year of implementation. In the meantime, faculty input has been encouraged, and most comments have been positive. Of particular note are comments from faculty observed and the peer observers:

"I came away from the observation with a great idea to try in my class!"

"Putting the portfolio together was time-consuming, but it made me look at what I do here at FCC in a new way."

Operation Call Back

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Operation Call Back a pilot project to provide early faculty intervention for students during the first three weeks of enrollment. Our study team found that:

- During the first three weeks of the semester approximately 25% of our students campus wide withdraw from class.
- This trend has been increasing over the last several years.

For years we dismissed this as a result of the common practice of "students shopping for classes," largely beyond the control of the college. However, consider that in 1992 in a typical class of 40 students an average of five students would drop before the fourth week, but by 1997 this number had grown to 10 students or 25% of the class enrollment. The problem of early drops could no longer be ignored. Clearly we lose students for a variety reasons - work conflicts, medical problems, not understanding course requirements, thinking course may be too difficult, unfamiliar with college, hesitant, etc.

Before initiating this project the planning team conducted a study to identify specific reasons why students withdraw from classes early in the term. A draft of the student survey was developed during the Fall 1996 semester. It was extensively reviewed and a final revision was ready in January of 1997. Early in the Spring of 1997, it was administered to two samples of students. The first was a college-wide sample from students enrolled in a representative group of classes; the second was a sample of students in line in the Admissions Building to drop a class. The in-class sample consisted of nearly 600 students, while nearly 300 students in the "drop line" completed the survey.

Analysis of Survey Data: On the survey students were asked to rate each of several possible reasons for early drops. Below are the percentages of students who indicated that these items were *very important* in explaining their reason for dropping a class early in the semester.

% of Students Marking Reason(s) as "Very Important"

In Class Survey		Students In Drop Line	
37%	Class was too easy for me	30%	Teacher was not interesting
36%	Did not like the style of the teacher	27%	Enrolled in a class I liked better
36 %	Material did not interest me	20%	Registered for wrong class
34%	Teacher was not interesting	19%	Material did not interest me
33%	Lack of financial aid	18%	Did not like style of teacher
32%	Personal difficulties	18%	Scheduling conflict with work
25%	Wanted class-other responsibilities	16%	Wanted class-other responsibilities

As shown in the above table, survey responses clearly indicated that classroom atmosphere and characteristics of the class and teacher were generally important factors related to early drop. Financial aid difficulties were important, whereas cost of supplies and texts were reportedly much less important. Schedule conflicts and personal difficulties were moderately important.

Having identified reasons students withdrew from their classes early, the team wanted to develop a pilot project that would address many of these factors and focus on the first four weeks of the semester. We believe that personal contact by the faculty member may positively influence students to continue their enrollment. This pilot project helped us explore the value of developing a continuing college wide effort for early alert.

Operation Call Back was a formalized program for early intervention by faculty to students who were either no shows, absent during the first three weeks, missing assignments for any reason, or who demonstrated other behavior(s) for which a supportive phone call from their teacher may create an opportunity to help this student succeed in a particular course.

An *Operation Call Back Kit* was developed for orientation sessions with participating faculty. The kit included: Sample Temporary Rosters, Sample Telephone Scripts, Post Cards, Mailing Labels, Project tracking forms, Project contracts, and a training module. Publicity materials to recruit faculty volunteers were developed and circulated, and a Multimedia presentation for the Staff Development Day was prepared and presented to help inform and generate interest.

Faculty participating in the project: (1) tracked student attendance for each class session, (2) made at least three phone attempts to contact students who were no shows or absent and (3) filled out a survey to gather information about: nature of the problem, telephone activity, outcome of phone contact and information related to resolution for each student for whom an effort to contact was initiated. Interested faculty selected the number of classes they wanted to use in the pilot. Some faculty selected only one section while others elected to enroll all of their sections in the project. Participating faculty had various options for compensation for their participation.

Telephone training was an important part of the training since this was a new behavior for many faculty. Privacy laws were important considerations when calling student residences. Postcards were also developed for the project in order to reinforce contact with students who were not contacted on the first phone call.

Faculty participating in the training gave it very high marks. They viewed the project as well organized, materials were reported to be clear and workable and they had new understandings of why students leave courses early and how their early efforts at intervention may be useful.

After the introductory workshops 48 faculty, teaching 101 sections, selected to participate in the pilot project. Early data indicates that the interventions were helpful in returning students to class and retaining students who were marginal early in the term. Analyses are continuing and a final report is expected by mid March. Participating instructors will attend post-project, debriefing sessions in early April. The college is committed to expanding the project into the 1998-99 academic year. Furthermore we believe we have a faculty developed program for early intervention that can be adapted easily and effectively at almost any college wishing to assist students in persisting in the classes for which they have registered.

Classroom, Culture, and the Community: The Latin American Fulbright Scholar

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Highline Community College, located between the cities of Seattle and Tacoma, Washington is a two year college that offers a comprehensive array of academic transfer, occupational, professional development, and basic skills programs to approximately 9,000 students each quarter. Highline, established in 1961, is a part of the Washington State system of higher education, which includes 32 community and technical colleges and one state college. Facing a rapid increase in ethnic diversity among our students and committed to its "open-door policy," Highline has enhanced existing services and implemented new programs to help students meet academic and financial challenges, transfer to four-year colleges and find jobs. Highline is Student Centered, Career Focused.

The College serves several communities with a combined population of approximately 310,000. Three public school districts feed directly into Highline. Students' ages range from 18 to over 60, with an average age of about 25.

As part of its Strategic Initiatives, the college promotes an infrastructure to support internationalization. Specifically, new curriculum ideas have enhanced some existing programs and also provided opportunities to break ground into new ones which also support diversity and global understanding.

Integral to these efforts was a prestigious grant funded opportunity for the college to host a visiting professor from the Fulbright Scholar-in-Residence Program during academic year 1994-1995. Typically awarded to four year institutions, Highline College was one of three 2 year colleges in the United States to be awarded this grant.

A Latin American scholar enabled the College to meet both long-and short-term goals which were developed to help our students understand the diverse cultures which make up their neighborhoods, their schools, their country and the world. With the expertise of a Scholar-in-Residence in Latin American studies, Highline was able to make significant steps to internationalize the curriculum and augment Spanish language classes. Foreign culture expertise gave our faculty the knowledge they needed to enhance current curriculum and develop new curriculum; provided our students with an enhanced curriculum in history, art and literature not previously available to them and enabled them to round out their understanding and knowledge of Latin American studies; provided our business community with valuable insights and information regarding cultural diversity, customs, and trade practices; advised our library and faculty on the best resources available for building an International Resource Center, and through international awareness forums, enabled the general public to learn more about the countries, the people, and the cultures just South of us.

Highline Community College's Arts & Humanities and Social Science Division faculty developed the following long- and short-term goals to develop an international program and area studies.

The following long-term goals were developed to help the college bring all students to a fuller awareness of international diversities, commonalties and provided each student with a better understanding of each other's cultures:

- Global Awareness: Increase the student's awareness and understanding of the world, the composition of the world, the increasing interaction and the interdependence of world markets, and the rapid disappearance of boundaries due to the advances of the technological age.
- Community Awareness: Increase the student's, faculty's, and staff's awareness of the different cultural backgrounds which helped shaped the Pacific Northwest, the State of Washington, and the Seattle area.
- Cultural Awareness: Increase the student's, faculty's, and staff's awareness of the diverse cultures and their religious, economic, and social aspects which are a viable part of our community today.
- Campus Awareness: Provide the international students with facilities and resources which will enable them to successfully complete their education at the college and enable the majority of students, faculty, and staff to benefit from the minority student's cultural aspects and experiences.

The following short-term goals supported the long-term goals:

- Foreign culture expertise
- Enhanced current curriculum
- Develop new curriculum
- Develop funding alternatives
- Present international awareness forums
- Expand library materials
- Establish an International Resource Center
- Present international curriculum to area businesses and industries which deal in international trade
- Elementary and secondary education outreach
- Bilingual Assistant Certification Program.

For its creative campus, educational and community initiatives, the Arts and Humanities Division was honored in 1995 with the prestigious Pathfinder Award from Phi Beta Kappa.

Implementing the Department Chair Structure: Empowering Faculty

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Houston Community College System underwent a major reorganization during the past year. Among the purposes of the restructuring were the empowerment of faculty and staff in college decision-making and the improvement of the quantity, quality, and effectiveness of educational services.

The System had gone from a centralized organization to a multi-college structure in 1991. However, vestiges remained of an autocratic hierarchy. The leadership in instruction consisted of a dean and four or five coordinators at each of the five colleges. These leaders all were administrative appointees.

The recently completed reorganization produced a department chair structure with over 100 chair positions, filled by faculty selected by mutual consent of the departmental faculty and the appropriate dean. Each workforce program had its own department chair hubbed at a single college to ensure accountability across the System.

The implementation of this new structure had a number of special features, including broad use of committees and task forces, guidance from outside experts, linkage to a credible training source, support from in-house experts, and recognition of exceptional commitment.

Among the issues affecting the department chairs addressed by the committee were: selection and replacement procedures for chairs, compensation, length of contract, released time, overload, role of the dean, and clerical support. Standards were developed to support equity and fairness.

The selection processes derived from committee work focused on faculty participation as full partners with the dean. In the event that consensus was not reached by the faculty and the dean, there was an option for an interim chair to be selected with the approval of the college president. This individual is only permitted to serve for one year as an interim as the team continues to pursue a consensus candidate.

One major impact of the new department chair structure is that it opens the avenue for faculty to climb the administrative ladder. The chair position is a faculty position that permits close scrutiny of administrative activities. The coordinator structure contained a limited number of slots filled by administrative search. These positions were permanent, limiting opportunities for faculty to enter these ranks.

The most phenomenal accomplishment of the HCCS Chair Project was its provision of Chair Academy training to all of its 100+ chairs. Ordinarily, department chairs simply acquire their skills on-the-job. Houston not only provided its chairs with the highest caliber of training available to community college department chairs, the System also secured for each chair a first year's membership in the Chair Academy and a reference book to start each chair's professional library collection on department chairs.

In-house training on regulations and procedures was offered by a cross-divisional team of staff instructors, reflecting system-level involvement. Instruction covered everything from budgeting to faculty hiring.

HCCS strove to establish an atmosphere of respect for the critical assignment held by the department chairs, hosting an elegant hotel reception honoring the new chairs and introducing them to the community. The obvious commitment to enhancing instruction through committed faculty leadership has produced improved communication and problem-solving across the System.

Building the Team:
Student Services as a Learning Community

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The Student Success Lab and design for a new Student Services space at Johnson County Community College represent both first fruits of a two-year process of conscious change and an on-going initiative to improve campus climate in support of learning. The change process within Student Services merges application of the principles of a Learning Organization and staff development for improved team skills on all levels with a team approach to developing and implementing a new student development model on campus. Growth in off-campus offerings and interest in distance learning have created additional opportunities to exercise skills in teamwork and to implement the new model.

Background: In the mid-nineties, JCCC celebrated its twenty-fifth anniversary, went through NCA re-accreditation, and commissioned an NILIE study of campus environment. Reflection and self-examination intensified with the defeat of a bond election that would have provided additional space for Student Services and other programs. In February 1996, Dr. Charles J. Carlsen formally initiated the evolution of JCCC into a learning organization with a call to staff end faculty to learn and use the "necessary skills for an organization dedicated to learning."

Building the Team: Learning the principles and skills: In December, 1995, when Dr. Patricia Long became Dean of Student Services, she announced to the administrative, management, and supervisory personnel comprising the Student Services Council that the group was to become an "issues-oriented, decision-making body," using the principles of the learning organization. To that end, the Council became proactive in learning and applying the skills needed to be an effective team. The group began with a series of workshops aimed at appreciating diverse workstyles and learning to make decisions as a team, adopt team norms, and create a team mission statement.

Administrators attended a conference on consensus building in July 1996. The director of Testing and Assessment Services received Zinger-Miller training that enabled her to conduct workshops on campus. Staff members throughout the division have attended Staff Development workshops on the basic principles of the learning organization and skills for giving and receiving feedback. The Student Services Council has assigned the Covey's "Seven Habits" to small groups for presentation in the monthly meetings. In February 1997, counselors from the

Career and Counseling Centers attended JCCC's first Master Counselors Workshop, based on the successful master teachers workshop format.

Teamwork: Developing and implementing a new student development model In May 1996, the Board of Trustees approved an alternatively funded plan to create space by expanding the Commons Building. The Council formed a Building Expansion/Facilities committee and, at the suggestion of Dr. Ed Franklin, assistant dean of Student Development, decided "to revisit and redefine our current values in student services and then review processes to ensure that our actions support our values" (Long, 1996). Committee members facilitated the twelve teams, drawn from Student Services staff end with student representatives, as they explored our values as student services professionals, changes that were needed in processes, procedures, or functions to act upon those values, and how space might facilitate processes and functions in accordance with values. As a result, the division developed a values statement for Student Services and a list of seven criteria for delivering services in accordance with those values, which provided the basis for design of the new space, for beginning to articulate a new student services model, and for implementing a pilot of that model in reconfigured space.

The JCCC Student Services Model, "focus[ing] on the facilitation of each student's growth and development, encouraging learning and promoting achievement of individual goals," was introduced campus-wide in January, 1997. The model also identified elemental details that would guide reconfiguration and design of the division's future space, among them student development as a "front door" to campus and easily accessible information, resources, and materials for student and staff use.

Reconfiguration of current space to align processes and procedures with the stated values and to derive optimum use of cramped space was planned and carried out to minimize expense and disruption of services. The committee considered three alternative proposals and reached consensus. In April 1997, a wall between the Counseling reception area and the Career Center reception/resource area was eliminated, creating the Student Success Lab. Subcommittees wrestled before and after with successful integration of functions in a space that was still cramped. A coordinator was hired in summer, 1997, and in 1998, inclusion of staff from other student services area is planned, moving the Lab closer to the Student Success Center concept. An Open House in fall, 1997, shared changes in the division with faculty and staff outside the Student Services area.

Technology as a tool for implementing the new model continues to be a focus. EASI as 1-2-3 (Electronic Access to Student Information on web, IVY, and kiosks) was available in fall, 1997, with first registration by web occurring for spring, 1998. Technology also assists Student Services in supporting the academic mission of the College as the number of off-campus sites expands to include four high school locations where classes and community registration could be held, as well as the three locations where credit, community education, and AVS courses are held in rented commercial space. Student Services, as a team, will have to determine how to provide education and development opportunities, as well as services, to students in those locations, according to the new model. As with the reconfiguration, the division is already responding within the constraints of cost and existing commitments to students.

Kirkwood Community College Teaching/Learning Improvement Initiative

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Faculty development activities at Kirkwood Community College, as at many or most community colleges across the country, has been plagued by several shortcomings. The development efforts have been teacher-centered, without coherence, without sustainability and often resisted by faculty because of perceptions of being controlled by administration. Kirkwood's Teaching/Learning Improvement Initiative is a faculty development project designed to overcome all of these problems.

Many faculty development Kirkwood follow the traditional approaches used by other community colleges. Travel budgets provide for trips to local and national conferences. Faculty are released from teaching duties to engage in curriculum work, and consultants are brought in to conduct on-campus workshops. Additionally, through the collective bargaining process a faculty professional development fund provides compensation to faculty for projects they deem valuable to their professional development. A joint administration/faculty committee designed the guidelines for the distribution of these funds and makes the awards to faculty.

Changes in our campus culture led us to re-assess our development efforts. The North Central Association's requirement that institutions assess academic achievement was changing our focus from the processes of teaching to student learning. During this same time we allocated significant funds to provide computer technology throughout the instructional branch of the college. Examining our development efforts, we recognized they were not focused on our learners and that the focus of our computer technology needed to be shifted from hardware acquisition to improving student learning.

We recognized that simply adding funds to our existing faculty development activities would not bring about the change that was needed. Consideration was given to the establishment of a new staff position to direct faculty development. However, the success of one activity, the classroom assessment project, convinced us that there was a better approach. We used this project model to guide us in developing the Learning Improvement Initiative because we believed this project had overcome the traditional shortcomings of faculty development. It was initiated and conducted by faculty for faculty. There was no perception of administrative control. It was learner-focused and designed with long-term sustainability in mind. Our Learning Improvement Initiative is led by a team of seven faculty who have release time for their projects. The four projects which make up the initiative include the original classroom assessment techniques project plus general education assessment, process learning and learning technology

Classroom Assessment Techniques Project Building bridges to connect teachers and students and shifting the focus from teacher to learner are primary goals of classroom assessment. This project offers an introductory day-long workshop in which 52 faculty have participated and several small group discussions throughout the semester to support a variety of classroom assessment techniques. Through the workshops and discussions, faculty become effective assessors of student learning, providing a pool of experienced faculty who mentor others and collect classroom assessment training and resource materials for ongoing instructional support. For students, expectations include greater participation in learning, clearer understanding of course content, and greater educational satisfaction.

General Education Assessment Project Research regarding the assessment of institutional effectiveness shows that, because faculty are in constant contact with student development, they represent the most efficient resource for collecting data about student learning. Assessment of general education can not only reveal what our strengths are in student learning, but also show us those areas where improvement may be needed. The general education assessment initiative assesses student learning college-wide in four general education areas—communication, computation/sciences, humanities and social sciences--and provides resources on general education assessment methods and analysis. Approximately 30 full and part-time faculty have participated in this project in the past two years.

Process Learning Project The Process Learning Project helps faculty create a classroom environment in which students actively assess the content and the process of learning. In addition to training in process learning techniques, the project offers "teaching circles" where faculty discuss their classroom experiences and peer coaching teams which provide support and feedback on process learning activities and conduct classroom observations. Twenty-five faculty have participated since the beginning of the project. For those faculty, we expect this project to result in greater effectiveness in their role in the learning process. For students of these faculty, we expect this process to result in a greater awareness of the learning process, greater responsibility for their learning and greater effectiveness in their learning. And for the administration, we expect this project to result in support of a comprehensive system that focuses on student learning and assessment.

Learning Technology Project The activities of the Instructional Technology initiative improve learning by raising awareness of appropriate technology applications; facilitating the exchange of ideas and practices; identifying discipline-based training needs; encouraging faculty participation in institutional decision-making regarding instructional technology; encouraging institutional support for integrating both modest and innovative technology into the curriculum; and acting as an interface between faculty and technical support staff. Over 275 faculty have had some contact with initiative projects including an annual Instructional Technology Fair showcasing ways Kirkwood faculty use instructional technology and a Web site to encourage discussion and provide links to resources on the Web. Project leaders also talk with departments to help determine discipline-based technology training needs and distribute funds for significant curricular development projects involving technology.

The commitment shown by the initiative leaders and the number of faculty who have taken part in initiative activities has truly been impressive. The college has benefited through increased collegiality, and our students flourish in classrooms where the focus has shifted from faculty teaching to student learning.

Long Beach City College Technology Flex Day

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The Technology Flex Day, held on Wednesday, October 29, 1997 at the Liberal Arts Campus of Long Beach City College, was successful in changing the campus culture in two crucial areas. First, it served to greatly increase faculty support and enthusiasm for the new Faculty Development/Flex Program, which had just been initiated at the beginning of the Fall 1997 semester. Second, it introduced many, reluctant instructors to some of the exciting educational possibilities offered by computer and other new technologies, spurring many to begin innovations in their teaching activities and greatly enhancing the College's Technology Initiative.

The nearly forty workshops and presentations offered on the Flex Day combined the wide-ranging talents of Long Beach City's own full-time and adjunct faculty, as well as instructors from other local community colleges and technical and training experts from hardware, software, and publishing companies. The events of the day were particularly timely, since all full-time faculty at the College had just been equipped with new computers, and offered topics of interest to everyone from power users to those who had previously been afraid to even turn on a computer. Programs ran the gambit from orientation sessions on the basics of the Windows 95 and Macintosh operating systems and software training to presentations more specifically oriented to teaching and scholarship at the college level. Highlights included: Several sessions on teaching online courses, hands-on workshops on how to utilize the vast resources of the Internet both inside and outside of the classroom, and a presentation on using e-mail as an instructional tool. Faculty were also treated to demonstrations of instructional, multimedia programs developed by colleagues at the college, as well as to an energizing, thought-provoking discussion of, "A Student Perspective on the Role of Technology in Education," presented by the College's award-winning Speech Team.

The success of this program in spurring faculty enthusiasm for flex and technological innovation in instruction became evident as early as the day of the event itself. Many faculty members, including hardened cynics who were opposed to the concept of flex days and saw little use for technology in the educational process, were heard excitedly comparing notes on different workshops that they had participated in and trying to figure out which ones they would attend next. Conversations at lunch and during breaks were full of proposals and possibilities, revealing an almost-child-like enthusiasm and thirst for learning, as well as a delightfully renewed sense of collegiality. Simply put, the atmosphere throughout the day was positively electric.

The benefits of the Technology Flex Day have continued to reveal themselves in the weeks since October. Faculty interest in flex has grown to new heights, with organizers of the next event, focusing on student success, being deluged with suggestions from previously ambivalent colleagues on potential workshops and presentations. Many instructors have also been exploring ways of integrating computer and multimedia technologies into their instructional programs. Instructors whose previous flirtations with technology topped-out with a VCR and monitor have been seen experimenting with the Internet and designing their own multimedia simulations and textbook supplements. Formal and informal discussions have focused on ways that technology can be incorporated to better serve the diverse learning styles of our student population.

The Technology Flex Day was conceived, organized, and implemented by a small, enthusiastic group of faculty, staff, and administrators. Planning was something of a "seat-of-the pants" process, given that the College did not yet have a permanent Faculty Development Coordinator and had never staged a flex day. All aspects of the event could easily be replicated by other colleges, even those with meager technological resources (our inventory of smart classrooms, LCD projectors, etc. were exhausted in the effort--luckily, we had no equipment breakdowns). In sum, the Technology Flex Day represents a sea-change at Long Beach City College that will be nurtured and grown into the future.

College Governance Council

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In the early fall of 1996 a Malcolm X College planning committee consisting of faculty and administrators identified a steering committee to be called the College Governance Council and four standing committees: *Institutional Enhancement*, *Resource*, *Assessment*, and *Curriculum & Instruction*. Initially one administrator and one faculty member would jointly chair each standing committee. The concept was introduced to the faculty and individuals were asked to volunteer for a standing committee of their choice. Twenty six representatives from the faculty, staff (full time and part time), administration, community and students comprise the College Governance Council committee structure.

Mission Statement: The purpose of the College Governance Council (CGC) is to serve as the principal governance advisory body representing the collective voice of Malcolm X College emerging from participatory deliberations of issues affecting the implementation and enhancement of the college's mission.

Goals of College Governance Council:

1. To increase institutional accountability
2. To better represent all constituencies
3. To address areas of institutional integrity
4. To enhance institutional effectiveness

Objectives of College Governance Council Steering Committee:

1. To insure the integration of all components function within the College
2. To review and critique aspects of the institution's operational policies and procedures
3. Provide oversight, support, and advocacy to all College Governance Council committees
4. Collect data and disseminate usable information relative to the enhancement of the institution's effectiveness
5. Promote goodwill and collegiality among all members of the Malcolm X College family.

Committee Structure:

1. The ***Resource Committee*** identified seven sub-committees to address issues concerning the Budget, Building Space Allocation, Forms, Communications, Human Resources, Materials, and Reengineering of Registration.

    The ***Budget Sub-Committee*** has involved its members in the College budget planning process.

    The ***Building Space Sub-Committee*** will look at classroom and laboratory space allocation and will conduct an inventory of available space.

    The ***Forms Sub-Committee*** will conduct an inventory of College and district forms and catalog them.

    The ***Communications Sub-Committee*** will seek to improve communications within the College, particularly about leave of absence, illness and bereavement issues.

2. The ***Assessment Committee*** is charged with developing a formal assessment plan for the college. The process began with a survey of assessment measures used by the various departments of the college to determine how progress is measured at all levels. Committee members attended assessment workshops in Indianapolis, Indiana and at Triton College. Committee members also visited Alverno College in Milwaukee to review their assessment plans and procedures. CGC members attended the NCA annual conference in April. Assessment committee members also worked with Professor Wellington Wilson to help prepare the NCA Self-Study Report.

3. The ***Curriculum & Instruction Committee*** reviewed all syllabi in the college and made revisions where necessary to meet the new Illinois Articulation Initiative guidelines. The revised syllabi were forwarded to the Illinois Community College Board (ICCB) for review. The process will continue through Fiscal Year 1998.

4. The ***Institutional Enhancement Committee*** identified a ***Wellness Sub-Committee*** to address the health concerns of faculty and staff and to provide community visibility for the many health science programs offered by the College. A ***Crisis Intervention Sub-Committee*** was formed, training workshops were provided for faculty and staff end a volunteer Crisis Intervention Team (CIT) was organized to respond quickly to any exigency. Since then Conflict Negotiation/Anger Management workshops were conducted to provide further training for the CIT. A ***Sub-Committee "x"*** was formed—it suggested workshops on computer topics plus more exhibits and displays and informal "Take 5" luncheon discussions on various topics of interest.

The College Governance Council focused on the North Central Association accreditation site visit last November that resulted in the site visit team recommending a ten year accreditation for the college. The spirit of collegiality engendered by the council interaction has enabled a cooperation not experienced before in addressing the goals and objectives of the College Governance Council as outlined above. This positive influence will help Malcolm X College to continue to excel in carrying out the mission of Malcolm X College and the College Governance Council.

Education to Careers: Addressing Welfare Reform

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Malcolm X College and Chicago Commons West Humboldt Park Employment Training Center (ETC), a community-based organization, collaborates closely to provide a comprehensive welfare-to-work program located in one of Chicago's most disadvantaged neighborhoods. Women receiving public assistance come to the Employment Training Center for the opportunity to improve their skills and simultaneously identify and resolve family and social issues that prevent them from leaving public assistance and becoming employed.

The goal of the program is to find pathways to self-sufficiency through education and employment. Our primary means of doing this is to use adult education as a bridge to high-quality, intensive vocational programs that guarantee jobs—the type of program that participants were unable to access before studying at ETC. The program mission is twofold: to enable women to gain the skills and training they need to leave public assistance and find family-supporting jobs, and to serve as a demonstration and model of the type of programming needed to accomplish this. Malcolm X College and ETC work together by combining resources to provide the education and support participants need. Malcolm X College provides adult educators, tutors, and administrative support services and adult educator training.

This collaboration provides comprehensive services that help participants gain skills they need to gain employment while lending the support necessary to transition from welfare to work. The program is intensive, requiring a commitment of 20 hours per week. Each student begins the program by setting personal goals, and assessing her current situation in terms of abilities, health, and personal issues that need to be addressed. Participants then enter innovative adult classes—taught by Malcolm X College Adult Educators and supported by ETC's educational coordinator which incorporate job skills training. Case management, career counseling, health care, childcare, and family literacy services on site support participants in their progress. ETC also provides state subsidies for transportation and childcare to all of its qualified participants, via Illinois Department of Human Services.

The program serves the "hardest to serve." Most participants are long-term welfare recipients: ETC participants average over 6 years on Public Assistance. Most struggle with many barriers that have kept them from success in the past. Past profiles of participants have revealed that 56% were current victims of domestic violence and 26% were past survivors. Over a third of the participants had at least one child with a severe learning disability or other challenges' and 38% suffered with current or past addiction. Many participants have very limited reading skills.

ETC is also a testing ground and model for effective programming. ETC seeks to demonstrate effective welfare-to-work programming and provide easily duplicable paradigms. We also use our experience to inform policy makers.

ETC also collaborates with other service providers. To ensure quality and avoid duplication of cost and effort, ETC works in tandem with other experienced social service providers. Erie Family Health Center staffs our on-site clinic, National Lekotek works on-site to provide family literacy and child development services. Taylor Institute works closely with ETC to use information and ideas generated by the program for research and public education efforts. These services enrich the educational excellence created by ETC and Malcolm X College. The success of this collaboration is felt not only in the lives of individual students, but in their children's lives and ultimately in the community as a whole.

Importance of Offsite Campuses: Westtown Coalition

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The Malcolm X College Adult Learning Skills program provides adult education classes at Westtown Concerned Citizens Coalition. a community based organization off-campus site.

The Westtown Concerned Citizens Coalition is a not-for-profit organization, which serves the communities of Logan Square and Westtown. In addition to basic skills instruction, the organization provides the following resources to our student population and the community.

- **Economic Development**: Provides technical assistance to the local merchants in the Armitage Ave. corridor. The goal is to enhance and revitalize the commercial area and provide employment to the community residents.
- **Housing Resource Center:** Provides technical assistance to local building owners in order to maintain and provide low-moderate household stock in the community.
- **After school program:** A contract with the City of Chicago Department of Human Services to provide tutoring to our students to improve their performance in school and keep them off the streets and not allow them to engage in negative activities.

The educational program in partnership with Malcolm X College provides adult classes in all different categories of our population in the community. There are currently nine classes at the site totaling 225 students. The majority ot our student population is Hispanic.

The premise of off-campus sites is simple—bring a quality educational program to the community.

Communities are as diverse and divergent as the city itself. There is a comfort level within each of them. Their citizens generally prefer to stay in comfortable surroundings, dealing with those things most familiar to them. They go to the same churches; community based organizations and park district field houses. They attend schools and social events together with their neighbors and friends. Many of these students are reluctant to attend programs or sites which are unfamiliar to them. In response to meeting çommunity needs, Malcolm X College provides adult educational services these off-campus sites at convenient times and days taking into account the Adult Learner's hectic work and personnel schedules. This approach to community based education appears to be consistent with Malcolm X College's mission of enhancing the quality of life of an economically, educationally, culturally, and socially diverse community.

The programs we provide to our community for almost an exclusively Hispanic student population consist of English as a Second Language (ESL), General Education Development Preparation (GED) in Spanish and English, and Citizenship and Naturalization. These programs are of vital importance to the community we serve.

As a community based off-campus site, in collaboration with Malcolm X College, we are preparing our residents, who are primarily unskilled, non-English speaking, to pursue their post-secondary education and enter today's high tech jobs. The workforce of the next millenium must possess skills commensurate with job availability. We believe that these services are helping the individuals who count on us most to become more productive members of society.

"Creating A Campus Climate That Truly Values Diversity"

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This program describes a series of initiatives that Middlesex Community College undertook to create a campus climate where students truly value differences in others and appreciate cultural diversity.

Middlesex Community College moved to two permanent campuses within the past eight years. One campus, with 25 percent minority students, is in Lowell, a city which has experienced racial tension between Hispanics, Asians (second largest population of Asians in the U.S.), and other ethnic groups. The other campus is twelve miles south in the suburban community of Bedford. Students attending the Bedford campus often have had little exposure to diverse cultural and ethnic groups. We wanted to set a tone at the Lowell campus that created racial harmony, and we also wanted to insure that students at the Bedford campus could understand and appreciate cultural differences. Our goal was to work collaboratively across the college community to infuse cultural diversity issues into the fabric of the institution.

The program involved several new initiatives. First, we changed the focus of the orientation program to emphasize the importance of diversity, since we wanted students to understand our values from the moment they were on campus. Each year, we ask a faculty member to be a keynote speaker on diversity, and often the talks have a profound effect on our students. Second, with a major commitment of funding from Student Government we created international student fellowships. For the past six years, we have sent a group of twelve students and two faculty advisors to China, and for the past two years, we have sent a similar group of students and faculty to the Netherlands. All expenses, including travel, hotel, and meals are covered by Student Government fees. For the China program, land travel costs are supported by the Jinan Tourism Bureau. For both these fellowships, students pay only for the cost of a three-credit course and incidental expenses. Students selected for the China fellowship, for example, take of series of classes at MCC about China. They then travel to Hawaii to study at the East West Center and then spend about three weeks traveling to Beijing, the

Great Wall, Jinan, Shanghai, Hainan Island, and Hong Kong. Any student may apply; selections are made by a student/faculty committee. These fellowships have literally changed student's lives. Some students who have been selected have never been on an airplane before. One student, who had a floor cleaning business, decided to major in international students at Tufts University because of the fellowship.

Third, we created "One World Series" through Student Activities that involves speakers and activities related to diversity. One semester, for example, some of the activities included, "Gender and Human Rights in Latin America," a presentation by Marjorie Agosin, "Bigotry in America," a talk by Philip Permutter, and a variety of other presentations. Many faculty bring classes to these presentations. Fourth, we developed an easy access program for immigrant populations in Lowell. Any individual in the greater Lowell area may attend a six week program of non-credit ESL classes at no cost. There is tremendous support given to these students, and many continue at the college. Fifth, there was an active international club created that included students of all cultures; over 100 students participate in this club in Lowell. These students travel, with financial support from student government, to Washington each year, many for the first time. They plan visible activities on campus throughout the year.

There have been many initiatives across the whole college to emphasize the importance of diversity. Faculty have received training Asian and Hispanic cultures with funding from such organizations as N.E.H. Faculty have been revising their curriculum to reflect diversity issues, and we have had countless visitors from countries throughout the world.

It appears that these initiatives have had an impact on our students. The results of a student-needs assessment, with 543 returns, indicated students perceived the racial climate as accepting. Eighty-two percent agreed that students of different races and cultures can feel accepted on campus. More than half (56 percent) said they had made friends on campus with students from different cultures. This was particularly gratifying to us because we hoped that students would move beyond acknowledging other races and cultures on campus and would actually develop connections with those who were different from themselves.

In an outcomes assessment, distributed to students at graduation, one of the statements students respond to in term of the impact the college has had on their level of growth is, "Becoming aware of people who are different from me in their philosophies, cultures, religions, or ways of life." For the 1993 class, graduates placed that statement within the top six out of twenty-two; for the 1996 class, that statement was the fourth highest response for graduates. The assessment also asked how the College has most influenced them, and comments have included: "I have a lot more respect for people of different races." and "I am more receptive to people's feelings."

Minority student retention has improved, from 40 percent (fall 1988 to fall 1989, 49 percent (fall 1993 to fall 1994), to 52 percent (fall 1995 to fall 1996). Minority student retention is based on a myriad of factors, and it is difficult to know whether the initiatives we undertook had a significant impact on the retention rate of minorities. We were pleased, however, that the student-needs assessment indicated that minority students felt accepted on campus, and that other students had made friends with students from different races and cultures. Campus climate certainly has an impact on the comfort level and, in turn, the retention rate of minority students.

Most of all, we were delighted with the responses our graduates related in the outcomes assessments. Our students are connected with students of other races and cultures, and there is a climate on campus of acceptance and affirmation. This is exactly what we wanted to achieve. Nevertheless, we are aware that this is a constant effort, and we will strive continually to create new programs and initiatives that encourage our students to understand and appreciate the importance of valuing differences in others.

Merging Resources: Accomplished by Librarians

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In 1996-97, the State of Minnesota accomplished a merger between 5 two-year institutions located in the western part of the state. The campuses were located at Worthington, Jackson, Canby, Pipestone, and Granite Falls. The resulting merged institution became Minnesota West Community & Technical College. As a result of that merger, it was necessary to coordinate library services among these instituions.

Librarians are cooperative by nature, so when the merger was announced, librarians, JoAnn Amundson, WCC and MaryAnn Hagemeyer, STC, immediately arranged a meeting and began discussing what the merger would mean for the libraries.

Within several months, a MnWest Libraries mission statement was written. Goals and objectives were developed in which each library would continue to support the programs of its campus with a viable collection of resources, provide access to networks and online information, provide bibliographic instruction, reference service, and be staffed by trained personnel.

One month before the merger was in effect, JoAnn and MaryAnn met with the new college President, the new Vice-President of Academics, and the Assistant Vice-President of Academics, to discuss the current responsibilities of each library and share their ideas on cooperation and coordination.

- During this first year of a merger college, library staff has worked diligently to "talk to one another," to discuss and then make decisions based on how they will affect MnWest libraries as a whole not necessarily individual campus libraries. Some of the activities are listed below:
- Getting to know personnel and individual libraries. JoAnn and MaryAnn exchanged library visits which helped in getting to know library staff from each campus. JoAnn also attended technical college library staff meetings.
- Communicating easily and quickly by encouraging use of e-mail to contact library staff on other campuses.
- Sharing of library materials was a priority and thus the Southwest Minnesota Delivery system was developed. JoAnn coordinates the delivery which now interfaces with MINITEX, (the statewide higher ed. interlibrary loan system),

Southwest State University and the Plum Creek Library system (area public libraries). This fall, all MnWest inter-campus mail is now also routed through the courier system.

- Marcia Johnson, Worthington librarian, was designated interlibrary loan contact person. She would search OCLC or other databases for the technical college campus library technicians when they are unable to locate materials in the PALS catalog. This fall, the five campuses began unmediated interlibrary loan in that a student request goes directly to the MnWest campus where it is available without mediation from the interlibrary loan staff person. This means the request will go without delay to the campus where it can be immediately filled and the placed in the overnight courier.
- Coordination of attending and sharing of information from statewide meetings.
- Job descriptions for the library technicians on the technical campuses were re-written by MaryAnn with assistance from JoAnn. The new descriptions better reflect the tasks to be performed in the library, and with consistency between the campuses.
- Worthington supports the liberal arts programs its faculty brings to the other campuses via ITV or off-campus instruction. Worthington librarians contact full time and adjunct faculty and assist them as they plan assignments involving library research. This year librarians contacted several area public libraries to coordinate assistance when a MnWest student uses their library to complete research assignments.
- Joann and MaryAnn developed a MnWest Libraries handbook, which is used for library orientation on each of the campuses. A MnWest Libraries information section was written and placed in the college student handbook, faculty handbook and college catalog. Currently, JoAnn is working on a MnWest Libraries link on the College home page. When completed it will contain links to Internet resources and also an "Ask a reference question" button which will issue an e-mail form.
- When the technical college libraries implemented automated circulation this fall, JoAnn and MaryAnn worked to develop similar circulation policies so all libraries have the same checkout times, etc.
- MaryAnn prepared a copyright policy statement with input from Marcia and JoAnn. It will be included in the college faculty handbook.

New ideas of cooperation and coordination continue at MnWest Libraries. It is the hope that each change is designed to better meet the mission statement of the libraries. That is, according to the mission statement, to "strive to be a place where individuals and groups can assemble for exploring, learning, and teaching. . . where the libraries' services and instruction will enable the learner. . . (to) become a successful lifetime searcher and user of information."

Emerging Technologies on a Shoestring

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Innovation and Creativity: Technology is emerging at an increasingly rapid pace. Computers are appearing on the desks of faculty and staff at community colleges worldwide. But how many of these computers are being used to advantage or for more than occasional word processing? Mohave Community College, a multi-campus college whose geographic region encompasses a 350 mile radius, has been utilizing distance education methods such as instructional television classes and video tapes for 15 years. The emergence of Internet and presentation software/hardware to upgrade and enhance this form of education has been tantalizing to faculty and administration. The prospect that faculty at MCC could become technologically literate, while improving student outcomes and educational opportunities, developed into a program titled "Emerging Technologies." In order that this program continually address student and faculty development, the program was started without benefit of grant moneys. The longevity of Emerging Technologies training at MCC is not dependent on outside funding.

Adaptation by Other Colleges: The Mohave Community College Emerging Technologies program began 3 years ago and was loosely modeled after a Title III initiative at San Juan Community College in Farmington, NM. The first year (Fall '95-Spring '96) was spent establishing a conceptual framework. An implementation committee, composed of academic administrators, had responsibility for budget and personnel issues associated with the program. The curricular committee, which was composed of faculty and support staff, designed curricula and hired instructors for spring and fall classes. In spring of '96 seminars were held which introduced faculty ET participants to the technology - the hardware and the software they would be using the next year. These classes were designed to "level the playing field" for the four faculty chosen to begin the program. Meanwhile an unused room at district was retrofitted with state of the art computers to become the ET lab and an ET lab assistant was hired.

Beginning in the fall of '96 faculty ET participants were given 40% release time to attend 2 semesters of ET training. The fall semester focused on learning the technology while the spring semester was spent on creativity and application. In May of '97 they returned to their regular teaching responsibilities with enhanced skills - and new computers. Six new faculty participants began their introduction to ET in spring '97 seminar/workshops. The implementation committee evolved to a single ET director position while the curricular committee continued working on the development and refinement of the program. The membership of the curricular committee changed in spring of '97 when 2 former ET participants were cycled into the group. This change in membership was designed to enable the curricular committee to assess more succinctly the successes and failures of each years program and move forward.

In this, the third year of the ET program, there are six faculty attending classes with 40% release time. Faculty participants for year four have been chosen and are beginning spring seminars. The curricular committee has as its chair one of the first ET participants, who is also the new director of the program. The popularity of the program has led to the opening of the spring seminars to all faculty at MCC. The fall curriculum for 1998 is being refined once again, this time to include more focused application of the technical skills to participants' classrooms and their students.

Mohave Community College has created a successful institutionally funded faculty training program based on a program which was funded by a Title III grant. If MCC can address the training needs for its faculty who are geographically separated by the Grand Canyon—any institution can do the same.

Indications of Success on Campus: This initiative started as a conceptual idea which would not only address the urgent need to train faculty but also enhance student achievement and experience at MCC. The measure of our success will ultimately be student outcomes, but the value of our success is the empowerment of MCC faculty to go beyond the traditional lecture and lab based course and to enhance both their and their student's environments. Currently our best measure of success comes from those wanting to participate in the program after seeing their colleagues in action. Beginning with only four faculty in the first year, and six in the second year, an amazing 72% of full-time faculty at MCC are now taking classes in emerging technologies through the ET program.

Several key designs of the program are contributing to its success:

- The ET Center is exclusively for faculty training.
- The ET Faculty who participate in the program receive 40% release time to attend the seminars and classes for up to two semesters.
- The participants in the program customize their computers with software and necessary hardware and take them back to the campuses to use in classroom activities.

As MCC faculty incorporate new technologies into their classrooms the overhead transparencies are being discarded for computerized presentations complete with audio, video, and Internet links. Instructors have noticed an improvement in student participation and attitude as well as more frequent and better communications with their students via e-mail. Syllabi are accessed via faculty web pages as well as assignments and on-line quizzes. Instructors and students do not use last year's statistics and information for classes but retrieve current facts from the Internet.

Our President, Mike Tacha, summarizes the philosophy behind the ET program: "Mohave Community College is committed to technology. Not just hardware, but in people. That's where other colleges have made their mistakes, the commitment has been to equipment only."

Assistant Deans in Divisions

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Since the opening of Montgomery College in August 1995, an innovative concept has been implemented to ensure the retention and success of students, provide a support system for full-time and adjunct faculty, and provide relief during peak times for the admissions office. This concept has been the placement of Assistant Deans of Student Development within each of the divisions. The backgrounds of the persons who have filled these positions is predominantly that of counseling but with training and experience in teaching and learning styles.

The responsibilities of the Assistant Deans primarily fall within two categories: Student and Faculty. When working with students the Assistant Deans provide advising and registration for students, developing and presenting Student Success Seminars, personal counseling and crisis intervention referral, career counseling, special needs modifications, test interpretation, and monitoring a mentoring program with the AAUW. Having these positions within each of the divisions allows the students to have a ready resource within their area of study without having to go to a central counseling center. Students are able to get all advising and registering done directly in their division. When it is necessary to drop a class, students must go through the Assistant Dean in order to do so. The Assistant Dean counsels the student to determine the reason for the drop and often is a catalyst in convincing the student to stay in class.

In working with faculty the Assistant Deans regularly observe classes to provide feedback and assistance to instructors; provide staff development in areas such as instructional strategies, faculty/student relationships, and SCANS skills; provide faculty orientation; assist with the development of syllabi; and serve as a resource person for faculty. In addition, the Assistant Deans serve as liaisons between the student and faculty and often sit in on faculty and student conferences.

Other responsibilities of the Assistant Deans involve the preparation of retention reports, recruiting students, writing grant proposals, and collaborating with the Associate Deans on budget development and course planning.

Although each of the five Assistant Deans at Montgomery College have worked closely together to develop some campus-wide initiatives, each has different responsibilities in each of the divisions.

Instructional Skills Program

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Three faculty members from Northland Pioneer College and three faculty members from Arizona Western College met to train as facilitators of Instructional Skills Workshops over an extended five-day workshop in February and March of 1996. The training was held at Scottsdale Community College. This effort was coordinated by staff members at the University of Arizona's Community College Institute for Research and Development. Through this forty-hour workshop we were trained to facilitate twenty-four hour Instructional Skills Workshops.

These workshops were first developed in British Columbia in the 1970's in response to rapid growth in community colleges. Most of those hired to teach were content-based experts in their fields; they had no training in instructional techniques. The program is based around competency-based instruction, experiential learning, and the provision of caring, growth-producing feedback.

Eventually it was found that this workshop was beneficial for educators of all levels of experience and background. It has proven to provide revitalization to experienced faculty as well as new instructors.

The interaction of faculty members has enabled a network of collegiality to grow from this common experience. The first task for the trained facilitators was to figure out how to organize and present this workshop to the faculty members at Northland Pioneer College. The need for these workshops was clear. We are a decentralized college in northeastern rural Arizona with four campuses and six centers, covering a 21,000 square mile service area. We don't have much chance for interaction with each other, especially with associate (adjunct) faculty. In addition to the challenges of decentralization, the ratio of full-time faculty to associates is approximately 1:6. Given distance and personnel, we have little opportunity for professional development activities, especially for associate faculty.

These workshops focus primarily on instructional delivery methods. The group consists of five instructors and two facilitators. The instructors go through a highly structured program of brief lessons they present to the other participants. After the lesson is presented the instructor receives feedback in verbal, written and visual forms. All members participate in presentations and participation in feedback. Overall the workshops are very intense in effort, energy and interaction.

We were given the basic training, materials and structure for the workshops. We had to determine equipment needs, scheduling times and locations, pay for facilitators, incentives to encourage participation, advertising and administration of the program. We determined our immediate needs and held our first workshop in June.

Eventually we worked out the system for delivery of the workshops that we currently use. We determined by the time element involved that this should be a 1.5 credit course. This course also serves as half the curriculum for the course EDU:205 The Community College in America (3 cr.). Students enrolled in this course can fulfill the ISW component when it's convenient for them. During the academic year we schedule two consecutive Friday/Saturday combinations throughout our service area. During the summer we can schedule at a variety of times and locations.

To encourage participation, our institution agreed to pay 1.5 Staff Development Units to full-time faculty members for completion of the workshop. Associate faculty members receive three points toward lateral move on the associate faculty pay scale (it takes five points to move to the next level).

To date we have held seventeen Instructional Skills Workshops and one facilitator-training workshop. We have one trainer, eight facilitators, and sixty-four participants in two years of the program. Of the participants, thirty-nine have been associate faculty. Three of our facilitators are associate faculty. We have held workshops in six of our communities. The Instructional Skills Program at NPC has provided an important network for our participants that continues to grow.

Dr. Manuel Prestamo, Dean of Arts and Humanities, Implements Exemplary Global Education Initiatives

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In the spring of 1997 the Regents of Oklahoma City Community College (OCCC) and Dr. Robert P. Todd, President, established four priorities. One states that, "The college is an integral part of the future of this community, providing extraordinary educational and cultural opportunities to central Oklahoma. The college will be known for its quality educational programs which prepare and challenge Oklahomans to participate in an increasingly global society." Through Dr. Manuel Prestamo's leadership, Dean of the Division of Arts and Humanities (AH), with support from Dr. Robert P. Todd, President, and Dr. Paul Sechrist, Vice President for Academic Affairs, exemplary initiatives were implemented that have changed the OCCC campus, and enhanced cultural, artistic, and academic activities.

Cultural Awareness Series: Events are coordinated with area public schools, youth orchestras, day care centers and community groups to include their members and students, who are bussed to our events. Musical artists perform master classes, workshops, lectures, and recitals/concerts. Highlights include: Grants: • Oklahoma Arts Council and Mid-America Arts Alliance. • ESTA, Israeli world music group. • Jim Barnes, Fulbright Scholar and internationally recognized Choctaw poet; Native American Writing and *Publishing Workshop* and An *Evening of Poetry and Prose.* • Pablo Valarezo, principal percussionist, National Symphony Orchestra of Ecuador; master class, spoke to Spanish classes, performed with the Oklahoma City Symphonic Band, master class to area students and youth orchestra, workshop Oklahoma City Community Orchestra, and visited the Percussive Arts Society. • Theatre Production: *Once Upon A Mattress.* Performed five times. Included students, faculty, and community members. King's role mimed (Dr. Prestamo); princes' role revised mime/sign language. Theatre Department—Director of the Students with Disabilities collaboration. • Sonia Munez, Brazilian pianist; *An Evening of Piano—South American Music.* • Max Lifchitz, MexicanAmerican pianist/composer/conductor; *Music of the Americas.* • Oscar Piluso, Argentinean flutist; *An Evening of Flute—South American Style.* • Habrera Hativ'it, Israeli. Eastern and Western musical instruments and traditions.

Other International/Intercultural Activities/Events: • International Lunch: ESL faculty, students, and others. • Art Exhibition, Dr. Prestamo's *Handicrafts from Ecuador.* • Art Exhibition, *Black Heritage,* three artists' perspectives of African American culture. • Brown-bag lunch/lecture. *Ecuador: The Land, Its People and Culture,* by the Executive Director of the Fulbright. • Commission/Ecuador, and our Dean of AH/Fulbright Scholar. Ignited faculty interest/participation in international programming. Invited area colleges/universities. Faculty/staff conferences. • Hosted Ecuadorian educators' U.S. visit through USIA International Visitors Program. Meetings/events in Washington, Indiana University, universities in Kentucky, University of Oklahoma, University of Oklahoma, University of Central Oklahoma, Oklahoma City Philharmonic, Norman & Oklahoma Public Schools; tour, OCCC's Long Distance Education Studios; and meetings with OCCC faculty/administrators. All arrangements developed by OCCC. • Host:

Music Director, National Symphony of Ecuador; President and Executive Director, Liszt Conservatory. Similar outreach/impact as above. • Mid-America Arts Alliance grant for Dr. Prestamo to evaluate the *Poe Project* (NY), a collaborative United States and Japan theatrical presentation. • 3 AH faculty/administrators on Global Priority Team formed to expand efforts.

Dr. Prestamo Has Been Or Will Be A Guest Speaker On International Topics At: • International visitors Council, Oklahoma City Chamber of Commerce. *The U.S. Presence in Ecuador: Cultural Exchange and Trade Opportunities;* • Fulbright Scholars Association of Oklahoma. He will speak about his accomplishments in developing a national curriculum for the arts in Ecuador; • Third Congress of the Americas in Mexico. *The Role of the Arts in Internationalization;* • College Music Society Regional Conferences in NY, Arizona, and Arkansas. *Music and Music Education in Ecuador;* • Internationalizing General Education: Reaching Beyond Traditional Boundaries, Atlanta. Three presentations; • National Conference of the League for Innovation, Atlanta. Foreign Language Assistance Program: A Partnership for Foreign Language Instruction—overview of a $356,246 grant from US Department of Education, written by Dr. Prestamo and the Oklahoma State Department of Education to improve foreign language instruction throughout Oklahoma. Cultural components prominently included; • National Institute for Staff and Organizational Development (NISOD) International Conference on Teaching and Leadership Excellence, Austin. *The Arts: The Dynamic Gateway to an International Curriculum;* • *19th* Annual National Online Meeting and Integrated Online Library Systems '*98* Internationalizing the Curriculum, New York City. *Transfer of Knowledge and Scholarship Among Nations;* • participates in foundation sponsored: Asian Core *Values* in *the Modem World*, at Eckerd College, with The Asian Studies Development Program of the University of Hawaii and The East-West Center. • Hispanic Organization Promoting Education (HOPE), student organization, conference with Hispanic community leaders: *Education and the Path to Success.* • Prof. Dianne Broyles, foreign language professor and Dr. Prestamo will present at NISOD. *Progress and Accomplishments of the Foreign Language Assistance Program.* • Proposed presentations by Dr. Prestamo, and Dr. Paul Sechrist, VP for Academic Affairs, at ACIIE Conference, Miami. • Also—Dr. John Hughes, Dean, Health/Social Sciences, and Dr. Prestamo attended American Council on International Intercultural Education (ACIIE)—National Conference. • Dr. Prestamo and 2 AH faculty attend international education conference cosponsored by Tulsa Community College and the Stanley Foundation.

Curriculum (AH Division): • annual study trip—Mexico. New: • study trip—Italy. • study trip—Ecuador. • Oklahoma City Downtown Consortium for Higher Education, 7 higher education institutions. Promotes study trips to consortium institutions/students. • *Contemporary French Culture* course. • Choruses—present a work in Spanish by a visiting Mexican composer. • Absolute, literary journal. Expanded: includes expressions of cultural background and heritage, and foreign languages. • Sample AH courses revised/added to increase international perspectives: Creative Writing, Magazine and Feature Writing, World Literature, English sections for international students, Art in Latin America. • Community dedicates the second major mosaics mural with outdoor lighting ceremony and starts the third of four mosaics depicting the history of Oklahoma. Involves college/K-12 students and community members. Involved Phi Theta Kappa Honor Society as volunteers. Under development for nearly a decade. Content reviewed for historical accuracy by specialists who make presentations about cultural historical aspects of Native Americans, Spaniards, and Oklahoma. • Hosted three statewide tele-conferences and two workshops for *FLAP* (see above). • Developing a collection and evaluation of foreign language instructional software available to foreign language public school teachers and college/university faculty. • AH faculty participate in Curriculum Committee and General Education Committee to develop global awareness and interpersonal communication competencies for all students at OCCC.

Student Services—(AH advised/participated): • HOPE organized bureau of student volunteers for cultural presentations in classes (social sciences, nursing, business, and arts). • Hispanic Career Forum—representatives from businesses counseled students. • The Cruz Trio +1 in concert. Composed of OCCC graduates/prominent members of the Hispanic community. • Hispanic Professions Summit. Business leaders discuss vital issues in Hispanic community. • Native American Cultural Awareness Organization, Hispanic Organization, Asian Cultural Exchange, and the African-American Student Association helped organize the Halloween Party, presenting games from their countries. • Native American dancers program. • Student Orientation—students greeted with banners in 12 foreign languages.

Current/Future Grants And Projects Under Development By AH: • Council for International Exchange of Scholars recommends funding for a Fulbright Scholar-in-Residence at OCCC. One of only 16 proposals recommended from Latin America/Caribbean. • Submitted $160,000 three-year grant proposal to the United States Information Agency to exchange faculty members/administrators between OCCC and a university in Ecuador. • Working with the International Visitors Council to co-host "mini town hall meeting" for the Fulbright program. Submitted grants for 1998-99 to host: Ecuadorian visual artist, Fulbright Scholar-in-Residence, Swiss pianist, Ecuadorian flutist (in partnership with Oklahoma State University), Brazilian pianist, Argentinean flutist, and a visiting professor from Great Britain. • Completed agreement for visiting professor from Great Britain during the entire 1998-99 year. A senior music producer for the BBC. Available to area organizations. • Completed sister school agreement with major university in Ecuador.

Changing the Campus Climate and Culture

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Team Development Through Leadership: The "trigger event" that created the opportunity for cultural and climate changes at Orangeburg-Calhoun Technical College (OCTC) was the arrival of a new College President. He began the initiative by flattening the organizational structure, hiring a Dean of Planning to design and guide the process and making a leadership commitment to true empowerment of the faculty and staff. Much of the work done at OCTC follows the process for launching a learning college offered in the book A Learning College for the 21 st Century by Terry O'banion (O'Banion, 1997).

The goal of the transformation process was to create a campus climate of collaboration and cooperation in a setting where a traditional hierarchical management had been in place. The approach was to create cross-functional teams with the responsibility and the power to set College priorities, make decisions on resource allocations, recommend facilities utilization changes, determine curriculum needs, support faculty development, implement technological changes, and increase community involvement.

Team culture and commitment: Throughout the process college-wide teams took responsibility for achieving the priorities of the College Strategic Plan. Reporting relationships was not a determinant in team membership. College-wide priorities were based on addressing the needs of the students and the employers in our area.

Throughout the college, innovative practices were in place in fragmented and stand-alone areas. Little cohesion or united efforts were forthcoming. As O'Banion proposes, begin by a "round up of the innovation", using the existing best practices as a framework for building unity. Initially, the teams were not comfortable with the responsibility to make recommendations without the foreknowledge of their supervisor's directive. Faculty and staff perceived the team approach as another management by best seller, and they worked on the objectives mainly in small functional groups or a few individuals took the lead. The second year the leadership focus was to build a critical coalition of key players to build a sense of trust in order to guide the process. The teams went through the inevitable "storming" phase. They were uncomfortable with depending on each other, failed to participate in time to accomplish goals, and blamed each other and the administration for lack of success. Teams consistently reported lack of communication at the end of the second year. This provided constructive criticism for improving the process. The third year brought about the greatest change in culture and commitment. Those changes were based on three events: first, the teams realized that the recommendations from the previous year were actually accepted by the administrative team and supported for implementation; second, the resources were provided to support the team decisions; third, many faculty and staff participated in the annual planning retreat with the opportunity to bring forward their concerns, and issues. In the third year the teams were given more information in a more timely manner, and were offered more training and development activities to assist them in implementing their responsibilities. All stakeholders had been involved and college-wide participation led to responsive changes in the culture and climate of the organization.

Each year a college planning retreat was held to concentrate on the issues, and priorities which needed to be addressed in the next academic year. The retreat included an organizational diagonal slice of faculty and staff as well as several members of the College's Area Commission. The participants identified trends, issues, and implications for the future of the College.

The first strategic planning process led to the formation of sixteen (16) college-wide teams with fifty-seven (57) strategies for implementation.

The results were outstanding! The teams set high expectations for themselves and then achieved them. Their work was focused on means and methods to improve the quality of teaching and service provided to the community in general and our students in particular. In May a report to the College's Area Commission indicated that the overall achievement of the college priorities was 95%! The results reflected multi-functional teams working to develop projects, processes, and procedures as a foundation for moving the college toward our goals. Additionally, each team offered recommendations for next year based on its work.

Outcomes & Rewards: The rewards of the cross-functional team approach to institutional transformation are based on the ultimate changes in the College:

renewed faculty commitment to student retention, the innovative ideas and suggestions brought forward from clerks, security guards, and counselors, the desire of teams throughout the College to seek means and methods for achieving the priorities set forth by their peers.

The immediate outcomes have been visible in several areas. The campus climate has gone from one in which divisions and departments waited for Presidential approval to begin working on goals and objectives to a campus where teams begin implementing activities and projects to accomplish the yearly operational plan within a month of the plan being distributed. Resource allocation to instructional technology and other equipment is now determined by cross-functional teams that reviews college-wide needs and prioritize the requests based on college goals and division needs. Instructional changes are suggested by faculty teams. The teams used needs analysis to identify areas for improvements in materials, curriculum, and other professional development. Facilities utilization review resulted in a little-used building being renovated into a world-class community training and continuing education center. Staff were given a more supportive role by having a Staff Council Team that provides suggestions and recommendations on staff training and organizational issues of concern. Student retention was considered a high priority and that team as well as some of the others requested permanent operational status to design prevention and intervention measures.

The rewards of the cross-functional team approach to institutional transformation are based on the ultimate changes in the College; renewed faculty commitment to student retention, the innovative ideas and suggestions brought forward and then implemented throughout the College and the overall value now placed on learners and learning at OCTC.

Conceptualizing Changes in a Shared Governance System

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Parkland College has been served generally well over the last thirty years by a shared governance system built upon a traditional faculty senate model. As the College has expanded its understanding of the need to reach out by bringing more stakeholders to the table, the system of committees that supported the faculty senate model became increasingly unwieldy. A decision was made to redesign the governance structure of the college, keeping the strengths of the older "faculty" senate model while recognizing the realities of a more broadly based governance system to both ensure access and equity and still get the College's business done.

A task force of faculty, staff, and senior administrators (including two previous faculty senate presidents) was selected by the faculty senate to evaluate the current governance model, to identify areas of duplication of services, and to suggest alternative structures. In addition to the initial evaluation the committee decided to utilize a software product known as The Concept System (1987) by W. M. K. Trochim of Cornell University to gain insights into other ways of conceptualizing how the governance structure might be organized. Present and past chairs of major college committees were invited to submit a list of statements describing the activities their committees had been engaged in. The statements were collected and reviewed for duplications, omissions, and clarity. A select group of individuals were then asked to rate these statements in terms of importance to the overall college mission and also to sort the statements into stacks or clusters that made sense. The responses were then entered into the software program.

The software utilized a complex statistical analysis including multidimensional scaling and cluster analysis to create a two-dimensional map that represented how similar various stakeholders conceptualized the tasks. Based on this visual representation the committee suggested that a total of ten (a substantial reduction) college-wide committees could reasonably and logically be assigned the various tasks. In some cases (such as curriculum committee) the assigned tasks were very similar to the old structure. In other cases (such as external affairs) the assigned tasks were either new or had not been conceived as being of college-wide responsibilities.

A second task force was formed to consider the implementation steps needed to put these committees into effect including ensuring that representation on the committees was both fair and logical. The task force completed its recommendations which were adopted unanimously by the faculty senate and later adopted by a college-wide referendum on the proposal.

One of the committees was a modification to the Bellwether Award winning committee on operational planning. Two others were charged specifically with developing indicators of institutional success: Academic Assessment and Institutional Effectiveness.

The ease with which the changes were adopted can be attributed to the continued involvement of all concerned stakeholders. This was truly a "bottom-up" design.

Developing the Learning Community of Tomorrow

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At the direction of our Chancellor, we designed a customized two-week program on teaching and learning for 21 newly-hired faculty. The program was not an orientation. It was designed to provide tools to help instructors of adults. The focus was on developing a cohort of new faculty who could continue to share ideas, respond to our changing demographics, and comprise the core of a new faculty learning community.

Among the Innovative and creative aspects of the program were:

- Developed a task force including recently-hired faculty, which met primarily on-line.
- Requested responses to four questions through a list serve for faculty professional development experts.
- Selected the top five consultants from the pre-screening questions and conducted a panel on faculty development followed by interviews to select a lead consultant.
- Assessed the needs of the newly-hired faculty through a survey.
- Designed a customized program to meet individual and group needs.

- Focused on student-centered learning environments including adult learning, technology in the classroom and a student panel.
- Provided a tour of each campus and College location and meetings with administrators.
- Offered follow-up colloquia and workshops on adult learning theory.

Already, we have presented this program at three national conferences to enthusiastic audiences. The conferences were:

- The Learning Paradigm, San Diego, CA, January, 1998;
- The National Council for Staff, Program and Organizational Development, San Antonio, TX, October, 1997; and
- The Professional and Organizational Development Network in Higher Education, October, 1997.

As a result, we have shared this model with about 100 other institutions.

At these conferences, we have also collected data from professional development experts on the best components for faculty professional development. We have identified general elements and some specific topics that could be customized by individual Colleges, including mission, demographics and faculty responsibilities.

Through our presentations, we have learned that this type of intensive professional development program, provided prior to the first semester, is a new concept. Participants agreed it demonstrates our support for our faculty. a commitment to excellence, and an investment in our future.

We have designed both long-term and short-term strategies for evaluating the effectiveness of the new program. Daily formative evaluation during the two-week program led us to alter the agenda to better meet the needs of the participants. A three-month follow-up revealed highlights and areas for improvement as we plan next year's event. At six months, the participants identified the aspects of the program that they found most useful. Other planned evaluation activities include classroom observation and analysis of student ratings of the new faculty.

One sure indicator of success was the request by our Faculty Senate that the program be offered for existing faculty through a selection process. In August of 1998 we will offer a two-week Faculty Learning Academy for new faculty and a one-week Faculty Learning Community for selected existing faculty.

Educational Resources

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Prince George's Community College serves Prince George's County, a middle-class suburb of Washington, DC, with a large minority population. In the mid-1980s, the college created two highly effective programs in response to student needs. The Writing Center, an outgrowth of the Writing Across the Curriculum movement, and the Tutoring Center were set up at that time with grant moneys to offer students additional academic support.

Since that time, the college has been looking for new and better ways of serving the diverse needs and learning styles of our population, and in 1997, a new program entity, Educational Resources, was created. Under the administration of Dr. Richard Profozich, formerly Coordinator of the Writing Center, Educational Resources provides tutoring support to students in all academic areas, allowing the Writing Center and the Tutoring Center to exist under one umbrella and to find innovative ways of reaching out to students.

The Tutoring Center: The Tutoring Center employs more than thirty tutors, both faculty and peer, in a variety of academic areas: accounting, biology, chemistry, computer information systems, math, engineering, nursing and allied health, physics, and physical sciences. Students may receive free tutoring for up to two hours per week per subject in either thirty- or fifty-minute sessions, by appointment or on a walk-in basis. Group sessions are also available for some subjects, which promotes collaborative learning. Last semester, 5,452 students utilized the Tutoring Center, and their evaluations were overwhelmingly positive.

The Writing Center: In the Writing Center, eleven faculty tutors provide a total of 60.5 hours of tutoring per week. In half-hour sessions, students receive one-on-one help with any stage of the writing process: generating, developing, and organizing their ideas; building better paragraphs; constructing clear, concise sentences; revising effectively; and other higher-order writing concerns. Tutoring is student-centered: students themselves set the agenda for their sessions. In Fall of 1997, 1,079 students visited the Writing Center, and they express a high degree of satisfaction with the instructional support it provides.

In addition to these two highly effective services, Educational Resources has recently created a new program area:

The Grammar Center: In response to the large number of students requiring extra help on grammar, Dr. Profozich has set up a dedicated Grammar Center, allotting two faculty tutors whose primary focus is helping students with grammatical and other sentence-level concerns. The advantages to this service are two-fold: first, it enables students to focus more directly on problem areas; second, it allows the Writing Center to maintain its emphasis on higher-order writing issues.

Technological Resources: Educational Resources is located on the third floor of the library, next door to the Computer Center. As such, it is able to supply a wide variety of software; tutoring carrels are equipped with computers on which tutorial programs in math, writing, grammar, poetry, nutrition, biology, law, computers, and more, are networked. The network also provides access to the Internet.

The On-line Writing Center: In Fall of 1997, the Writing Center began to offer tutoring on-line. Students can submit their drafts on-line and receive a quick on-line response from the writing tutor. This service opens the Writing Center up to distance, night, and disabled students who are not able to access normal tutoring hours. While student participation started out slowly, interest has begun to build as the word gets out.

The Virtual Tutoring Center (VTC): Currently under construction, the VTC is a World Wide Web site that will allow students to access the resources of the Tutoring Center remotely, giving distance and night students, as well as more traditional students, access to tutoring at any hour of the day. The VTC will function as a clearinghouse for information via its WWW site, offering students the ability to ask questions which are then directed to faculty in the appropriate fields.

As students' needs shift in ways that often render the traditional classroom model insufficient, Prince George's Community College is committed to meeting these needs in creative ways. The creation of Educational Resources is a way of consolidating the kinds of services students need, and of mobilizing faculty and technological resources to provide academic support for the 21st Century.

Faculty Professional Advancement and Salary Plan

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Effective April 13, 1995, the State Board for Community College and Occupational Education established BP 3-55, Faculty Professional Advancement and Salary Plan. The purpose of this policy is to establish a salary plan for the faculty that will promote teaching excellence within the system. To meet this mandate, an ad-hoc evaluation committee was established consisting of eight members appointed by the Vice President for Instruction The committee met monthly, in some semesters weekly, to research evaluation processes from other institutions, develop evaluation instruments, and establish guidelines and procedures for evaluating faculty and instructors. Pueblo Community College's faculty/instructor evaluation plan is the result of four years' effort by the Pueblo Community College faculty to define the standards for learning excellence and instructional effectiveness. Throughout the process, input from faculty was received in the following manner:

- through committee representatives,
- during presentations by the evaluation committee to all faculty,
- through round table discussions,
- upon reviewing several drafts at various stages of development, and
- during monthly status reports at all-faculty meetings.

These activities generated dozens of concerns, comments, suggestions and recommendations from faculty. The evaluation committee examined and addressed each item and incorporated much of this feedback into its present draft.

The Honors Experience at Raritan Valley Community College

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Recognizing the emergence of a growing student population interested in advanced courses, an Honors Task Force with faculty from each academic discipline was created to design a new honors program. The result: the "Honors Experience," encouraging a curriculum of excellence in keeping with the College's mission statement to promote "a community of scholars." This honors initiative succeeded, generating scholarly vitality for faculty and students alike and creating positive change in the campus climate. What follows are the program's defining features and accomplishments:

Rationale: The College serves a myriad population: academically talented high school seniors in advanced placement programs, recent high school graduates, returning adults, transferees, post-degree students seeking intellectual and/or personal enrichment, and students with specialized talents wishing to expand their knowledge. A percentage of students within each group naturally gravitate towards honors courses, renewing or continuing academic vigor, and fostering retention and recruitment efforts. Faculty, moreover, are attracted by the chance to teach honors courses to talented students, spurring pedagogical growth. What emerges is a mutually beneficial academic environment.

Definition: Honors courses offer sophisticated use of research, introduce intellectually stimulating readings and critical perspectives, promote higher level discussions and written work, and encourage independent study. Privileged domains, honors courses nurture creativity, the free exchange of ideas, and spirited discussion among like-minded students.

THE PROGRAM: A Three-Fold approach and a "Community of Scholars" Colloquium

- **Individual, Departmental, or Complete:** Students may take individual courses for honors credit or two courses within a discipline for departmental honors. Criteria: minimum G.P.A. of 3.5 and completion of a minimum of two credit-bearing courses; enrollment may also be at the discretion of an individual instructor. Students seeking full honors credit, in addition to the minimum criteria, participate in the "Community of Scholars"; enroll in a minimum of five honors courses with total credit between 15-18; and maintain a 3.5 G.P.A., with course selection composed of varied disciplines. Honors designations appear on transcripts, enhancing transferability or employment opportunity.
- **Community Of Scholars Colloquium:** A forum open to the college community, this colloquium offers a non-credit series of lectures or presentations by honors students, faculty or invited scholars each semester. Students attend a minimum of five lectures, not tied to a given semester or course, offering a presentation at least once. Students participate on panels and/or present papers or projects formulated from honors courses. Faculty or speakers share pedagogical approaches or focus on points of inquiry emerging from current events, global issues, or community-based concerns. The underlying philosophy is the mutual fostering of an open exchange of ideas, augmenting scholarship and academic inquiry, further crystallizing the "honors experience."

Growth And Success Of The Program: What has resulted from the initial implementation has been academically impressive, for students, for faculty, and for the enhancement of the college image overall. Consider what has been accomplished:

- First, faculty began to refine the regular scope and curriculum of their courses, recognizing that student interest in advanced study in all fields did exist. This refinement encouraged faculty development, allowing for greater breadth and scope in the quality and quantity of scholarship offered to students. It became apparent that it was equally important for a community

- First, faculty began to refine the regular scope and curriculum of their courses, recognizing that student interest in advanced study in all fields did exist. This refinement encouraged faculty development, allowing for greater breadth and scope in the quality and quantity of scholarship offered to students. It became apparent that it was equally important for a community college to have a thriving developmental program as it was to offer an honors program: each coexists because students need and desire both academic arenas. The English Department initiated the development in 1995, followed by Nursing, Computer Information Systems, Business, Mathematics, Science and Engineering, Social Science, Humanities, and Fine and Performing Arts. The program now features 24 honors courses and options from all disciplines.

- Second, scholarship now transpires not only in the classroom but also in the "Community of Scholars," allowing the college culture to embrace honors perspectives publicly each semester. This forum helped foster an academic bridge with Phi Theta Kappa and with a newly-developed literary publication, Nota Bene, featuring student writings, many from honors students; rather than be separate spheres, the honors program, Phi Theta Kappa, and Nota Bene work in concert to synthesize scholarship. In November, 1996 the first forum featured a template theme by an honors faculty member: "The Ethic of Excellence: Elusive and Enduring." In Spring, 1997, the second forum, co-sponsored by the Honors Task Force and Phi Theta Kappa, utilized the honors theme for the academic year: "The Arts: Landscape of our Time." Seven presentations by honors students and Phi Theta Kappa members were given, including a theatrical performance, readings by creative writing students, and a nursing project. Members from the local press attended, resulting in an article that enhanced the college climate: "Honors Students Showcase Work."

- Third, the Task Force became redefined to an Honors Advisory Council, allowing for greater expansion and finetuning of the program. The Council is faculty driven with a Chair and an administrative liaison. The Council's plans include an honors brochure for distribution to high school principals, guidance counsellors and the community-at-large; an essay contest open to all honors students; and promotion on the college web page that will market both the program and the accomplishments of honors faculty.

- Fourth, and perhaps most significant, honors students embrace the change in the college culture and perceive the benefits to all students: The Fall, 1997 Community of Scholars included perspectives by students on how honors courses had altered their academic lives. One, entitled "Raising the Bar," echoed a college-wide theme, as students and faculty came to recognize that honors courses raise standards in courses throughout the curriculum. The Spring, 1998 colloquium will feature a guest lecture by a scholar of the Holocaust and the winners of the essay contest on this same topic, thereby uniting the endeavors of outside scholars and honors students.

To conclude, paralleling the College's mission, the Honors Experience has dramatically altered the scope and climate of Raritan Valley, revitalizing academic vigor, promoting scholarly inquiry, and encouraging life-long learning at all levels. A successful initiative, this honors model could be adopted by other colleges.

Kenna Noone, Project Director for Proyecto Mexico: Amistad

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About Kenna Noone: Kenna Noone has been a Professor of Anthropology and Psychology at Seminole Community College (SCC) since 1982. SCC serves over 30,000 students. She holds a B.A.: from Georgia State University and an M.S. from the University of Central Florida. She has traveled extensively in Mexico-and is fluent in Spanish. Her deep appreciation for other cultures has inspired her to create and implement an initiative at SCC that fosters multiculturalism The project Ms. Noone created resulted from a sabbatical grant that allowed her to matriculate at La Universidad Autonoma de Yucatan without having known much Spanish. She was able to experience what Latino students trying to attend classes in English without knowing it well and to learn about the system in which Latin students were educated. She also learned the culture and history of Mexico and the new world from an Hispanic view.

The Vision: Kenna Noone has greatly influenced the campus climate at Seminole Community College through "E1 Proyocto de Mexico: Amistad" (Project Mexico: Friendship). Her vision was to build community at SCC through shared values. She chose to focus on Mexico because she wanted to share the gift of having been educated in Mexico. Ms. Noone also saw a growing need to educate the local community on the culture of the quickly expanding Latin population in Central Florida. Her leadership has enabled faculty, staff and students to become more sensitive to and appreciative of diversity. The implementation of her project has made a permanent and positive change in the way SCC view's multicultural education.

The Project: "E1 Proyocto de Mexico: Amistad" sponsored over 25 events ranging from lectures and art exhibits, to fiestas and cultural exchanges during the past year. Ms. Noone established a formal partnership with Casa de Mexico, the cultural arm of the Mexican Consulate's Office, to strengthen and expand this project. The partnership has enabled Seminole Community College to host a variety of cultural events with artists from Mexico. SCC and the general community have learned about Aztec and Mexican folkloric dance, Mayan astronomy and lectures on Mexico's history and traditional feast days. This relationship has led to the development of other programs.

Notable projects have been the presentation of two plays by the famous Mexican playwright, Emilio Carballido, and their adaptation to English by Theatre Professor, Robert Bell. SCC drama students offered special performances under his direction. In addition, a historical and photographic documentation of the Mexican farm workers in North Lake, Apopka, Florida is currently being conducted by students studying journalism. And during January, 1998, a reception and art exhibit by Daniel Ponzanelli of Mexico City was held. Mr. Ponzanelli comes from a prestigious family of sculptors and artists known worldwide.

Academic studies have also been affected by the Mexico Project. Students enroll in anthropology and geology courses each year during the spring and summer and travel to Merida, Yucatan, Mexico. Ms. Noone and other SCC faculty lead this academic exchange program. This experience not only offers college credit, but it also provides students with a cross cultural field experience. It prepares them to be more successful in a global society. In addition, faculty have traveled to conferences in Mexico for professional development in their disciplines.

In January 1998, Seminole Community College launched its first international service learning project in collaboration with the Cooperative Education Program. In May students will engage in service learning projects, rendering social services in the areas of education and medical assistance through the Tulum/Seminole Community Service Project.

The Future: Because of the Mexico Friendship Project and the interest of President E. Ann McGee, Seminole Community College has had the opportunity to participate in the Education Commission of the Gulf of Mexico Accord. The Accord involves representatives from eleven gulf states and meets two to three times a year. Kenna Noone and key administrators have attended these meetings. It is anticipated that formal partnerships will be formed in Spring 1998 with two Mexican universities in the states of Yucatan and Quintana Roo that will focus on faculty, student and cultural exchanges. In addition, joint proposals for funding a variety of educational and cultural programs are being developed.

Kenna Noone has led the way in forging partnerships with Mexico and the Central Florida Mexican community. She has built the foundation for ongoing programs that educate the community about the culture of Mexico. This model can be replicated to incorporate other countries and cultures. Professor Noone is a role model in assisting others to create an environment that fosters diversity and promotes inclusion, appreciation and understanding of peoples in other cultures and countries.

Discipline Enrichment Series

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Valencia Community College, Orlando, Florida, is a multi-campus institution with four campuses located over a large two-county area. Because of this, maintaining college-wide continuity and communication is a challenging task. As Associate Vice President for Instruction, I began a Discipline Enrichment Series, pulling together faculty from specific teaching areas (not departments), student services staff, and department chairs to examine the college programs and encourage sharing of teaching practices and information among colleagues about teaching areas and about the college as a whole. The college traditionally has an opening-day orientation for faculty (302 full-time and over 800 part-time); other than this meeting, faculty within teaching areas may not see their colleagues who teach at other sites for the rest of the year. Although Valencia has, like all colleges, numerous committees and task forces, there were few opportunities for faculty from all sites to come together to talk about instructional and advising concerns in their disciplines and to discuss students issues. I hoped to accomplish this through the Discipline Enrichment Series.

Because interaction between faculty and staff at separate campuses was limited, campus cultures had arisen that often resulted in "campus walls," preventing or circumventing college-wide initiatives. Because people were unfamiliar with each other and with the practices in various departments, there were misconception and misunderstanding about how people thought and how they did their jobs. The Discipline Enrichment Series has eliminated much of this, and each time we meet, people create stronger bonds, based on common interests and common concerns. I encourage scholarly debate, and we do not wish to standardize the ways in which faculty deliver curriculum. However, we do need better communication among the campuses, and we need to be better practitioners of collaborative thinking and cooperative governance. Counselors and advisors are included in the Discipline Enrichment because they have important insights about students that faculty sometimes do not have.

The first meeting of the Series is an all-day meeting, with morning pastries and coffee and lunch. The morning includes opening remarks about the purpose of Discipline Enrichment and an "ice breaker" exercise. For the ice breaker, I used several approaches, from True Colors to Meyers-Briggs, and found that what worked best was actually the most simple: each person introduces him or herself, without identifying home campus, and gives a five- to seven-word motto about where he or she is at this point professionally and/or personally. What arises is an incredible *esprit de corps,* for several themes are clearly identifiable: concern for students, enthusiasm for their work, frustration over stumbling blocks in the job, and commitment to education. Immediately, people see connections and similarities among themselves, and the campus walls begin to go down.

Also included in the morning's agenda is a presentation from Institutional Research. This is a fairly lengthy (ninety minutes) part of the program. The data (campus and college-wide) concern the specific teaching area—retention rate, grade distributions, student performance in sequential courses (if applicable), and an overview of the college's preparatory programs in English, mathematics, and reading, for this latter area is of major concern at Valencia and impacts not only those faculty in these teaching areas, but all faculty and student services personnel as well. We close the morning with a collaborative learning activity that focuses on re-defining the college's student core competencies.

In the afternoon, there are discussion sessions on specific issues for the teaching area. For example, in the Discipline Enrichment for ENC 1101/1102 (freshman composition I and II), we discussed the college's ENC 1101 departmental exit examination and the attendant policies and procedures, the creative writing course which up to now had been a substitute for ENC 1102 in the general education curriculum, and the performance gap between the preparatory ENC 0012 and college-level ENC 1101. Based on these discussions, we decided to form a task force to review the departmental exit examination policies and procedures and to report back to the larger group at our Discipline Enrichment follow-up meeting in two months. We took changes to the college Curriculum Committee dealing with the creative writing course. From each Discipline Enrichment meeting, recommendations have emerged on which we have taken immediate action.

So far, in addition to the ENC 1101/1102, we have held Discipline Enrichment meetings for the areas of preparatory English, preparatory mathematics, preparatory reading, English for non-native speakers, computer technology, humanities, mathematics, political science and history, sciences (biology, chemistry, physics), and speech. In many of these areas, we are in the sixth or seventh meeting of the series; in social sciences, we decided to group the areas, so we are meeting as anthropology, education, history, political science, psychology, and sociology. After the initial meetings, which are for faculty only, department chairs are invited to all follow-up meetings, which are scheduled in the afternoons for two to three hours each.

After each session, faculty and staff are asked to fill out an evaluation survey. The responses have been excellent. Not only do faculty appreciate the opportunity to talk with their colleagues and to discuss pressing issues of the day, but they are excited about the follow-up meetings and have numerous suggestions for further activities. In fact, one of the follow-up activities that we designed is called "Best Practices/Best Outcomes," in which faculty make presentations that showcase innovative and creative courses designs or delivery strategies that can clearly be tied to documented student outcomes in terms of skills, performance, and course exit criteria. We also request follow-up data from Institutional Research that have led to new ways of tracking student performance and have affected student advising. For example, when we reviewed student performance in U. S. Government (POS 1041), we found, surprisingly, that students who took the upper-level preparatory writing course concurrently with POS 1041 did better in terms of GPA and completion rates than those who completed the preparatory course before taking POS 1041. This has led to review of paired courses across the curriculum and changed the way we think about advising students.

Overall, the Discipline Enrichment Series has been very successful. From the meetings, we have devised college-wide approaches to instructional issues, formed college-wide task forces to address particular problems or concerns, and provided a college-wide forum for communication from all constituencies within the college. If another department at the college wishes to disseminate information or get feed-back from faculty, the Discipline Enrichment meetings are the best place to do this. Valencia faculty feel they are part of a college-wide team, working together for the benefit of students, and each person who participates in this endeavor says that this is a very good feeling, indeed.

Comprehensive Programmatic Approach to Campus Cultural Change

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Harper College, located in the NW suburbs of Chicago, a predominately white, middle to upper-middle class community, historically had not fully addressed some of society's—and our students'—most pressing diversity issues and concerns. In an attempt to embrace the growing diversity of the suburbs and recognizing the educational needs of students and community, Harper College has been involved in the implementation of initiatives to positively address campus climate issues and establish a more inclusive culture. The Student Development Division creatively and constantly addresses a variety of these issues in a comprehensive manner toward the goal of promoting inclusivity and effecting a more positive climate on the campus. The following programs represent our comprehensive approach towards addressing these needs.

Access: Initiatives related to campus attitudes towards persons with disabilities have been undertaken through the Center for Students with Disabilities which has as its mission "to create a comprehensively accessible environment where individuals are viewed on the basis of ability, not disability." Workshops and follow-up with student development faculty and other personnel are regularly held which have resulted in improving physical and attitudinal access. An annual week-long Deaf Awareness Week is conducted and workshops for faculty focusing on working effectively with disabled students are held.

Sexual Orientation: The Safe Space Program was designed to provide faculty, staff and administrators the opportunity to further educate themselves on sexual orientation issues and the overt and covert ways in which discrimination is experienced by persons who identify themselves as gay, lesbian or bisexual. Participants in the program are asked to attend a 2 ½ hour awareness training session and upon completion are given a Safe Space emblem which they are encouraged to display in their work area. In this way employees are able to identify their willingness to provide an atmosphere of support and affirmation for this population. Such visual identification is essential in helping GLB persons safely identify sources of support in a hostile world. By the end of this semester it is estimated that approximately ninety Harper employees will have attended the training session. Comments received from participants have indicated increased awareness, understanding, sensitivity to and acceptance of the GLB population.

Cultural Diversity: In order to ensure a hospitable climate for minority students at the College, awareness and sensitivity to cultural diversity has been high on Student Development's agenda. The first annual "Black History Month" was organized in February, 1995. Harper today also celebrates "Hispanic Heritage" and "Asian/Pacific Islander" months. Other multicultural programs held yearly which are intended to improve the campus climate include: Cultural Connections Brown Bag Series, Unity Through Diversity Week, Kwanza Holiday Workshop, and Cinco de Mayo Celebration. Ethnic clubs and organizations have recently organized and gained formal recognition by the Harper College Student Activities Office. The existence of these groups not only reflects the increase in minority student populations on campus, but also their active participation within the college. A variety of groups such as Latinos Unidos, Asian Student Association, Indian-Pakistani Student Association and the Race Unity Club were all formed in past years. Recently black students organized the African-American Association. Membership in each organization is open to all students. Each also shares a common mission: "to increase the knowledge and awareness of their respective cultures and to share this with the majority community."

The Student Development Multicultural Committee has also positively impacted the campus climate via providing training to faculty and staff. The committee's diversity training team has conducted a variety of training workshops for various campus constituencies. A week-long faculty orientation program has been held to increase faculty's effectiveness in teaching minority students.

Assault And Harassment Prevention: The Student Development Sexual Assault Prevention Team has been in existence since 1991 and was formed in response to numerous student requests for counseling in the area of sexual abuse and sexual assault. The main foci are to educate staff and students about sexual assault and sexual abuse and to curtail incidents of the same in the lives of those in our college community. This team has given over sixty in-class presentations. Students have commented on how powerful and thought-provoking these presentations have been. The team has also been instrumental in bringing the Clothesline Project display to Harper, working in conjunction with the local rape crisis center. Additionally, they have assisted in the writing and formulation of the campus sexual assault and sexual harassment policies.

Substance Abuse Prevention: To address the ever-present concern of students' use and abuse of alcohol and drugs, student development faculty members encouraged teaching faculty to infuse drug and alcohol-related information into their current courses. For example a chemistry instructor assigned the calculation of blood-alcohol levels and had students note the related effect on persons. A computer instructor used statistical lists of alcohol-related incidents as data to be used in building charts and spreadsheets. Humanistic Psychology instructors used examples of family-related alcohol concerns to assist students in understanding the relationship between alcohol abuse and serious family problems. Several other instructors used examples consistent with their course content and objectives. In every case the students commented positively on the relevance of the assignment as well as the concept being taught.

Gender Equity: In 1995, the Harper College Women's Program created a mentoring program to provide its participants, (primarily displaced homemakers and single parents) with a link to the world of work. Business and professional women, some of whom own their own businesses, volunteer three or four hours a month to work with an assigned participant. The pairing is based primarily on the mentee's field of study. At this point, approximately fifty women have been matched with mentors. Based on comments from the participants, it is believed that the mentor-mentee relationships have significantly impacted the success of these students. Most of these students have limited support systems, and this relationship serves as a constant in a life filled with change as well as providing extra support, encouragement and care which many students need to be successful. The mentor becomes a role model and advisor. The mentee learns and develops specific skills such as daily problem solving, juggling various roles between home and work, negotiating, networking and most importantly job retention.

In conclusion, this comprehensive approach to addressing campus climate issues has proven to have a positive impact and has enhanced students' ability to be successful. These educational programs are expected to continue to change the campus culture to be more responsive, accepting and welcoming to the diverse needs of the students and the community.

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ABOUT NCIA

The National Council of Instructional Administrators (NCIA) is a private, nonprofit, professional organization affiliated with the American Association of Community Colleges (AACC). With membership in two-year institutions across the nation and Canada of around 4,000, the NCIA is the largest such affiliated council.

Committed to leadership, innovation, advocacy, and development for the improvement of teaching and learning, NCIA is the national voice for the opinions and concerns of administrators of instructional programs in two-year colleges. The Council is consulted by the leadership of the American Association of Community Colleges and by other national organizations on matters of importance regarding instructional programs.

In addition to an annual volume of Exemplary Programs, NCIA publishes a quarterly newsletter, and, on a periodic basis, literature searches on vital instructional topics. National, regional, and state workshops are sponsored, and major presentations are made at various annual conventions including the annual AACC meeting.

Persons interested in membership in NCIA may:

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